

# Activity Book



HARCOURT

# HORIZONS

UNITED STATES HISTORY: BEGINNINGS





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BEGINNINGS

## Activity Book

 **Harcourt**  
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The activities in this book reinforce social studies concepts and skills in **Harcourt Horizons: United States History: Beginnings**. There is one activity for every lesson and skill in the Pupil Edition. Copies of the activity pages appear with answers in the Teacher's Edition. In addition to activities, this book also contains reproductions of the graphic organizers that appear in the chapter reviews in the Pupil Edition. Multiple-choice test preparation pages for student practice are also provided. A blank multiple-choice answer sheet can be found after these contents pages.

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# Multiple-Choice Answer Sheet

Number your answers to match the questions on the test preparation page.

|       |     |     |     |     |
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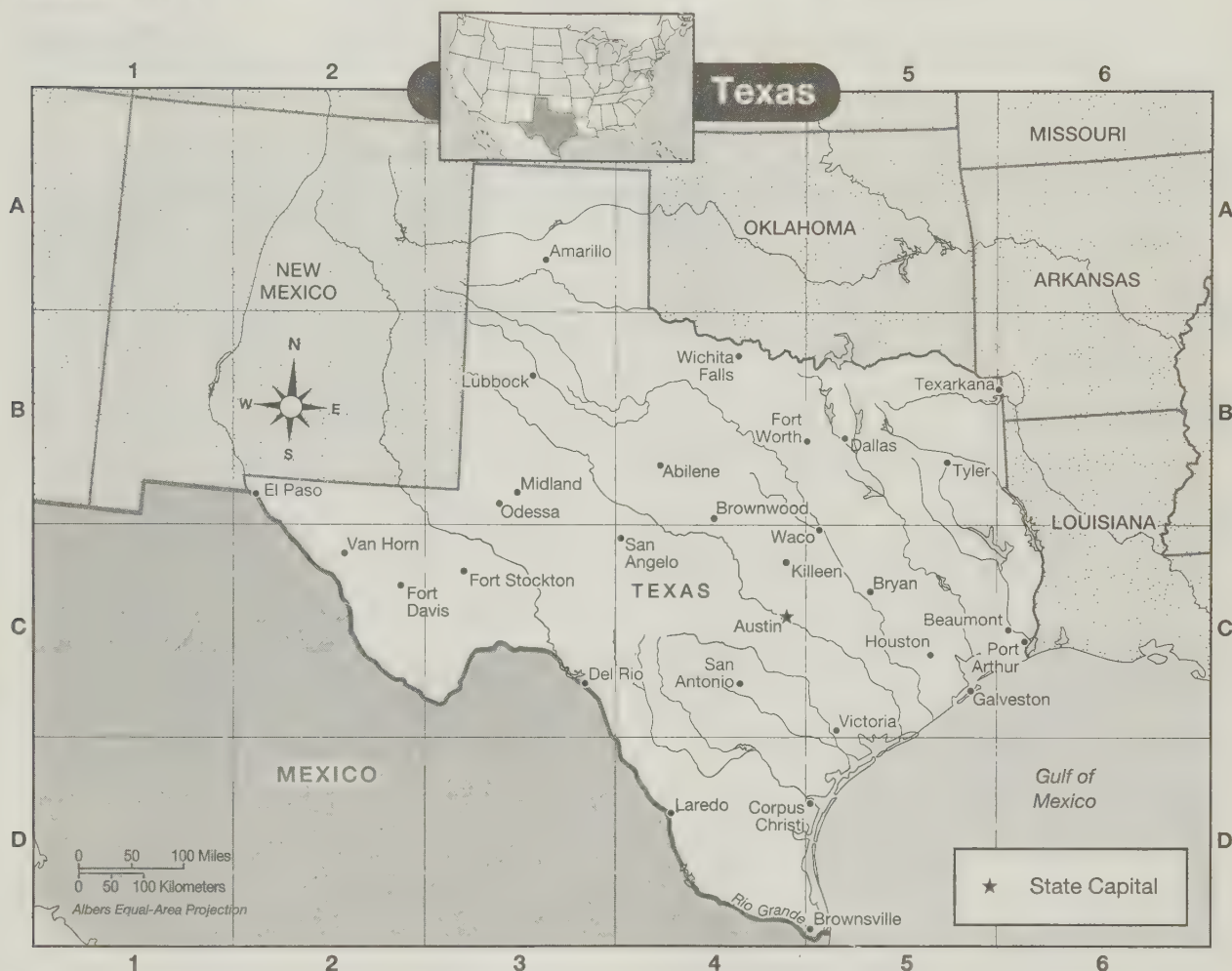




## MAP AND GLOBE SKILLS

# Read a Map

**Directions** Use the map to answer the questions that follow.



- 1 What is the capital of Texas? \_\_\_\_\_
- 2 What states border Texas? \_\_\_\_\_
- 3 What cities are located in C5? \_\_\_\_\_
- 4 What bodies of water border Texas? \_\_\_\_\_
- 5 About how many miles is it from Fort Davis to El Paso if you drive through Van Horn? \_\_\_\_\_  
What direction do you travel to get there? \_\_\_\_\_
- 6 What river forms the border between Texas and Mexico? \_\_\_\_\_

# Why History Matters

**Directions** Use the terms in the Word Bank to complete the sentences below.

|            |               |                     |         |
|------------|---------------|---------------------|---------|
| history    | oral history  | historical empathy  | analyze |
| chronology | point of view | frames of reference |         |

- 1 People's \_\_\_\_\_ are based on where people were when an event happened and how they were involved with that event.
- 2 \_\_\_\_\_ is the order in which events happened.
- 3 A person's \_\_\_\_\_ is based on his or her age, gender, class, background, and experiences.
- 4 Historians listen to and read records of \_\_\_\_\_ to help them understand past events.
- 5 Understanding \_\_\_\_\_ helps you understand the present.





## READING SKILLS

# Compare Primary and Secondary Sources

**Directions** Use Captain Charles Sigsbee's letter and the *New York Times* article to answer the questions below.

**The New York Times.**  
The National Standard and Government Supplement

**The Maine Blown Up**  
 Terrible Explosion on Board the United States Battleship  
 in Havana Harbor  
**MANY PERSONS KILLED AND WOUNDED**  
 ... None of the Wounded Men Able to Give Any  
 Explanation of the Cause of the Disaster

Havana, Feb. 15—At 9:45 o'clock this evening a terrible explosion took place on board the United States battleship *Maine* in Havana Harbor.

Many persons were killed or wounded. All the boats of the Spanish cruiser *Alfonso XII* are assisting.

As yet the cause of the explosion is not apparent. The wounded sailors of the *Maine* are unable to explain it. It is believed that the battleship is totally destroyed. . . .

"... I felt the crash of the explosion. It was a ... roar of immense volume, largely metallic in character. It was succeeded by a ... trembling and lurching motion of the vessel, then ... an eclipse of the electric lights and intense darkness within the cabin. I knew immediately that the MAINE had been blown up and that she was sinking ...."

Captain Charles D. Sigsbee,  
 MAINE Commanding Officer

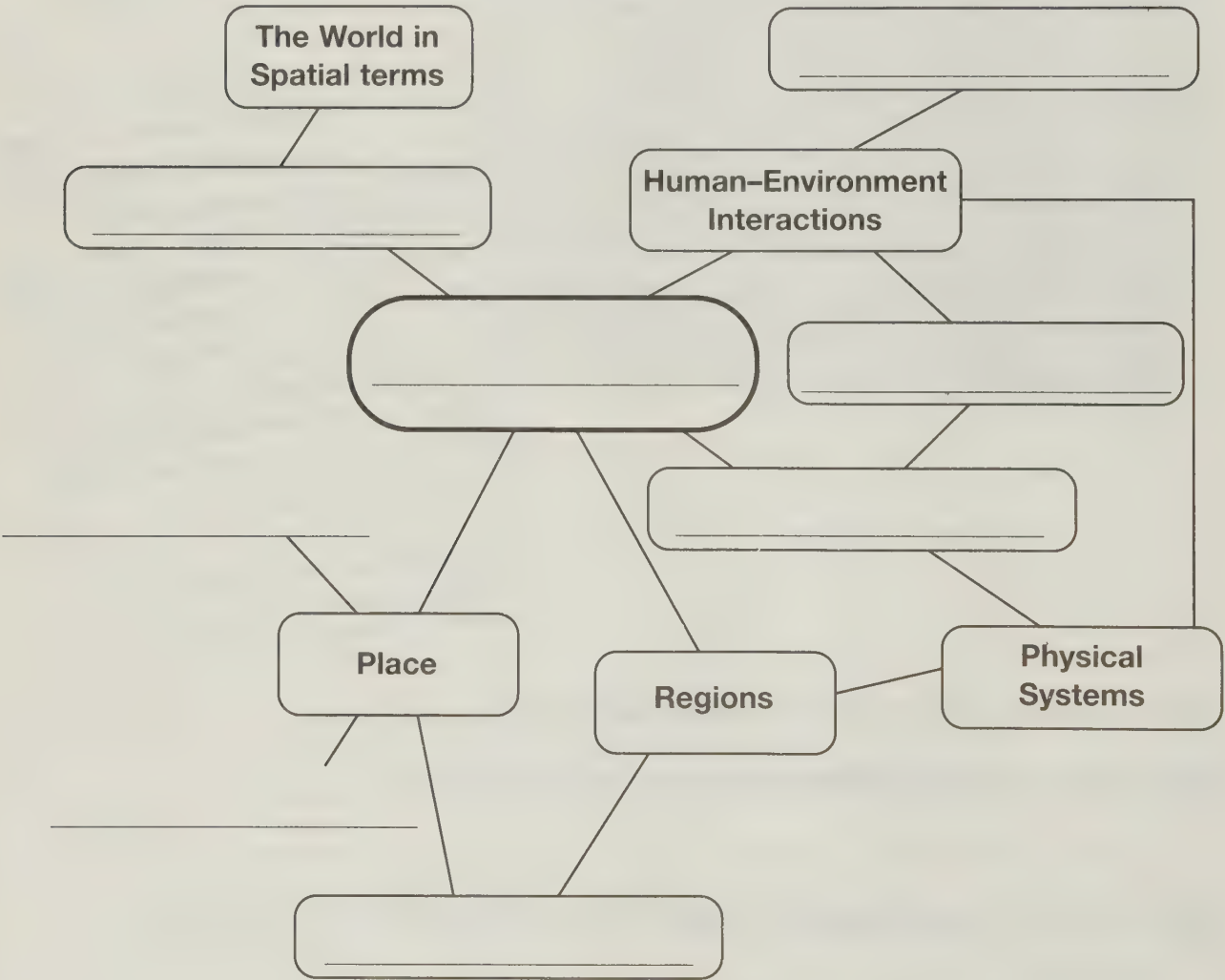
- 1 What source lists where the explosion occurred? \_\_\_\_\_
- 2 How did Captain Sigsbee know the *Maine* was sinking?  
 \_\_\_\_\_
- 3 What does Captain Sigsbee's letter tell you that the *New York Times* article does not? \_\_\_\_\_
- 4 How is the tone of the newspaper article different from the tone of the letter?  
 \_\_\_\_\_

# Why Geography Matters

Geography is the study of the Earth’s surface and the way people use it. Geographers use many different themes and topics to study a place. Understanding these themes and topics and their relationships will help you to better understand geography.

**Directions** Use the Word Bank to fill in the web and the question below.

|                         |               |                   |
|-------------------------|---------------|-------------------|
| Places and Regions      | Geography     | Location          |
| Movement                | Human Feature | Uses of Geography |
| Environment and Society | Human Systems | Physical Feature  |

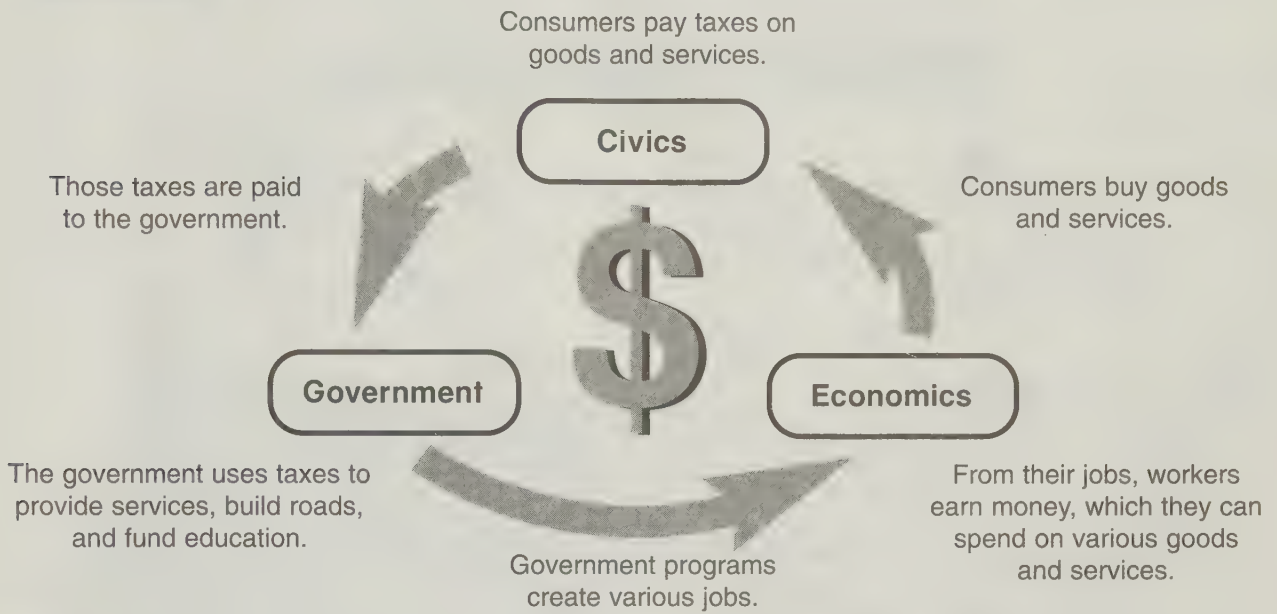


Knowing how to use maps, globes, and geographic tools helps you understand the \_\_\_\_\_ and prepares you for life.



# Why Economics, Civics, and Government Matter

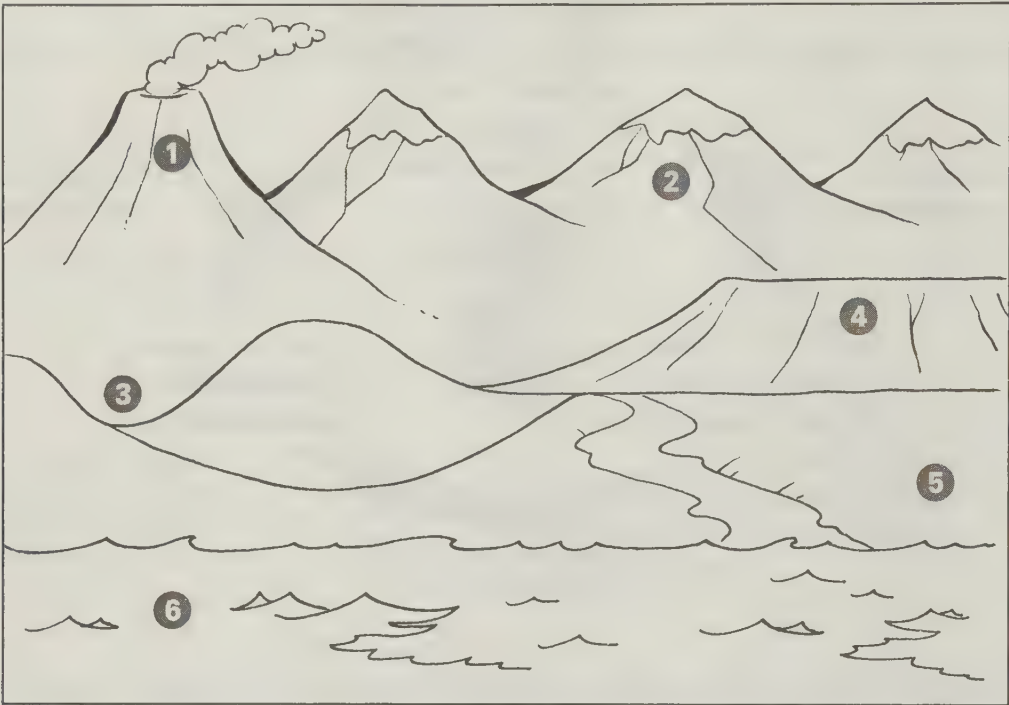
**Directions** Read the flow chart and answer the questions below.



- 1 What happens when fewer jobs are available and unemployment goes up? \_\_\_\_\_  
\_\_\_\_\_
- 2 What step happens between when the government creates jobs and when consumers buy goods and services? \_\_\_\_\_  
\_\_\_\_\_
- 3 What happens when the government raises taxes? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 4 What would happen if consumers did not pay taxes on goods and services? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Land and Regions

**Directions** Look at each numbered place on the map. Find the word in the box that describes the place. Then write the word on the line with the same number.



|           |         |                |         |
|-----------|---------|----------------|---------|
| sea level | basin   | mountain range | plain   |
| valley    | volcano | piedmont       | plateau |

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_

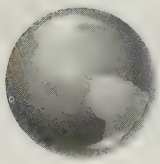
**Directions** Show the meaning of the words *piedmont* and *plateau* by using each word in a sentence.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

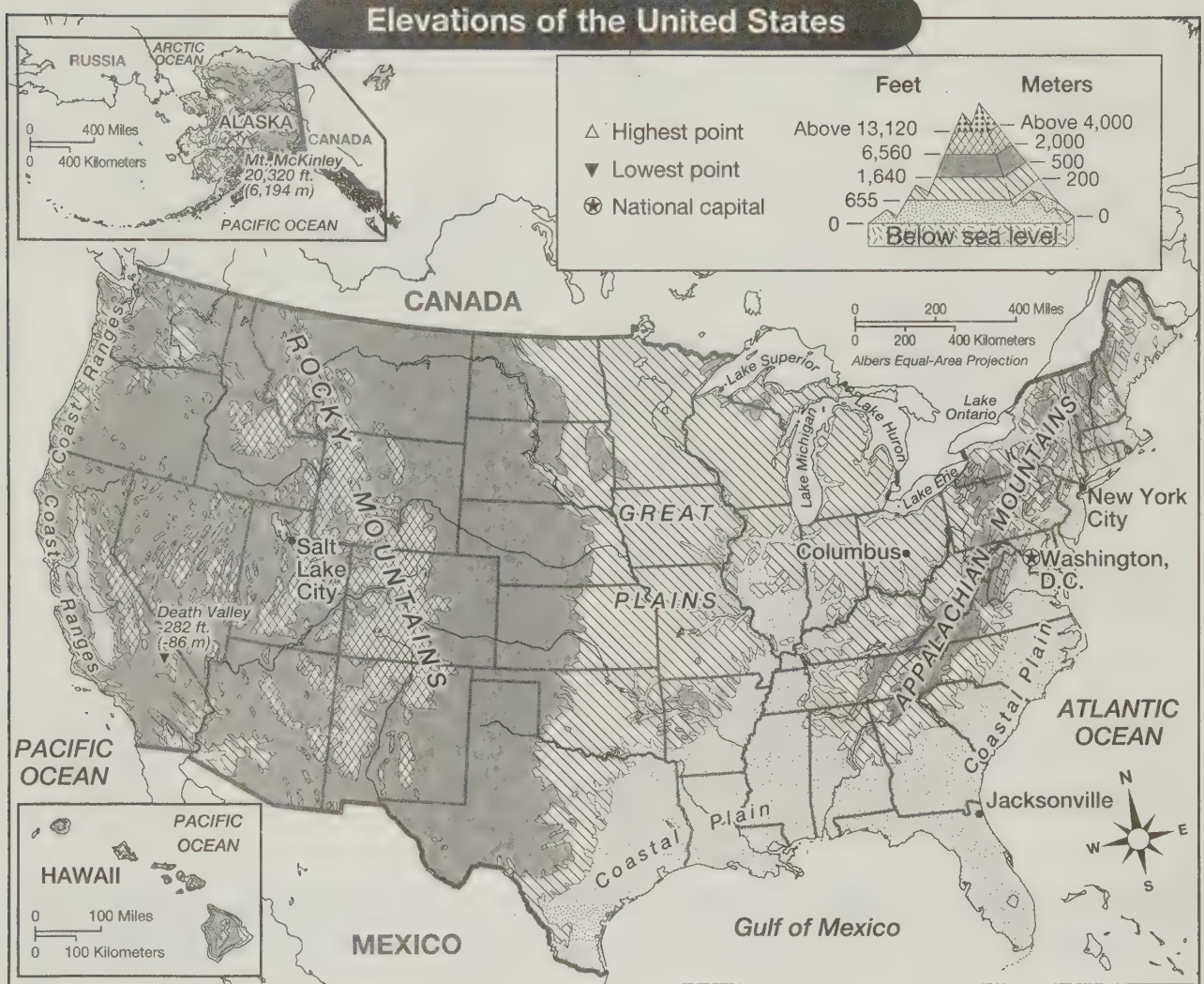




## MAP AND GLOBE SKILLS

# Use Elevation Maps

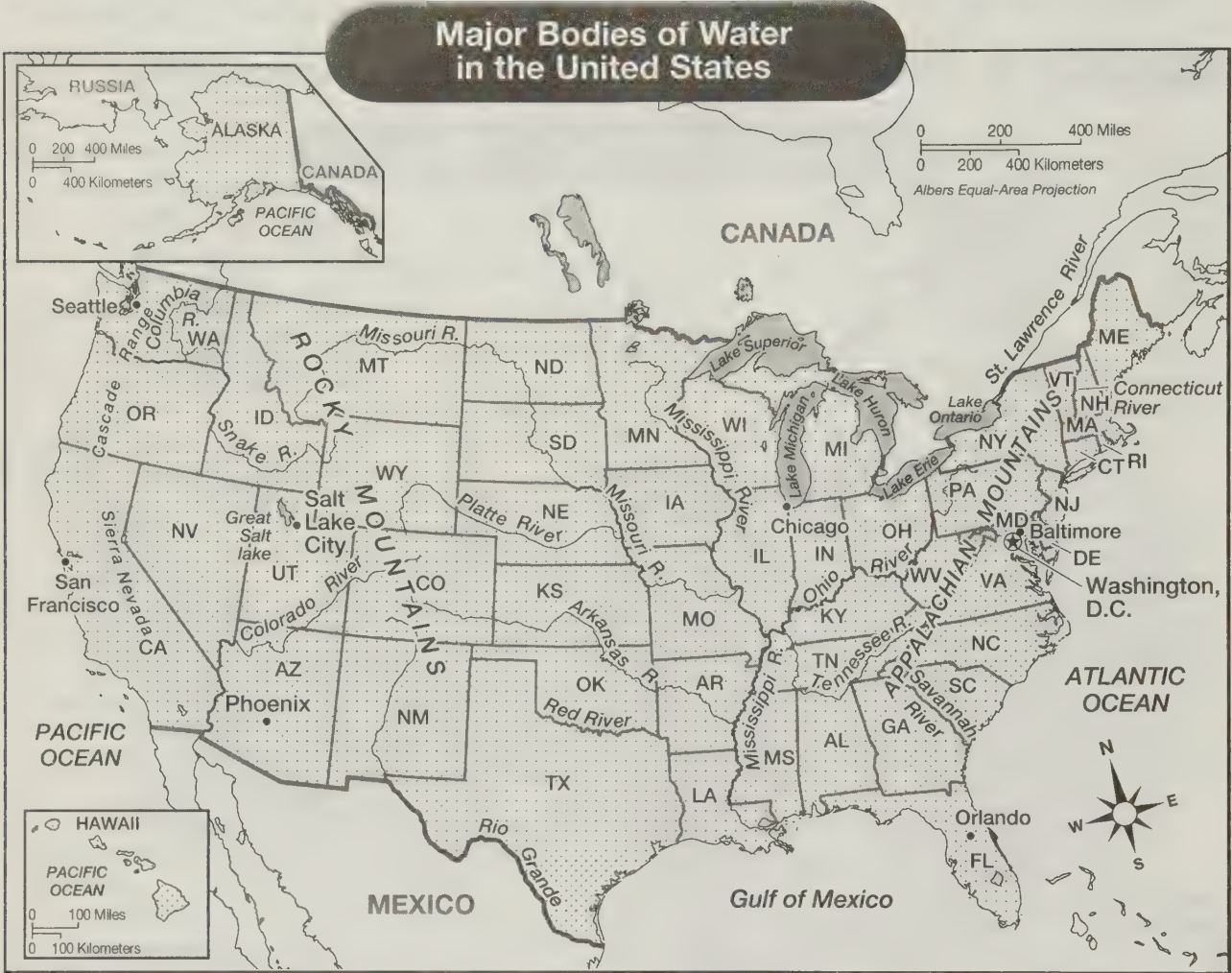
**Directions** Study the elevation map and answer the questions below.



- Which city has the higher elevation: Jacksonville, Florida, or Columbus, Ohio?  
\_\_\_\_\_
- What is the elevation range of the Rocky Mountains? \_\_\_\_\_
- In what state can you find an inland location that is lower than sea level? What is the name of the location? \_\_\_\_\_

# Bodies of Water

**Directions** Use the map to answer the questions below.

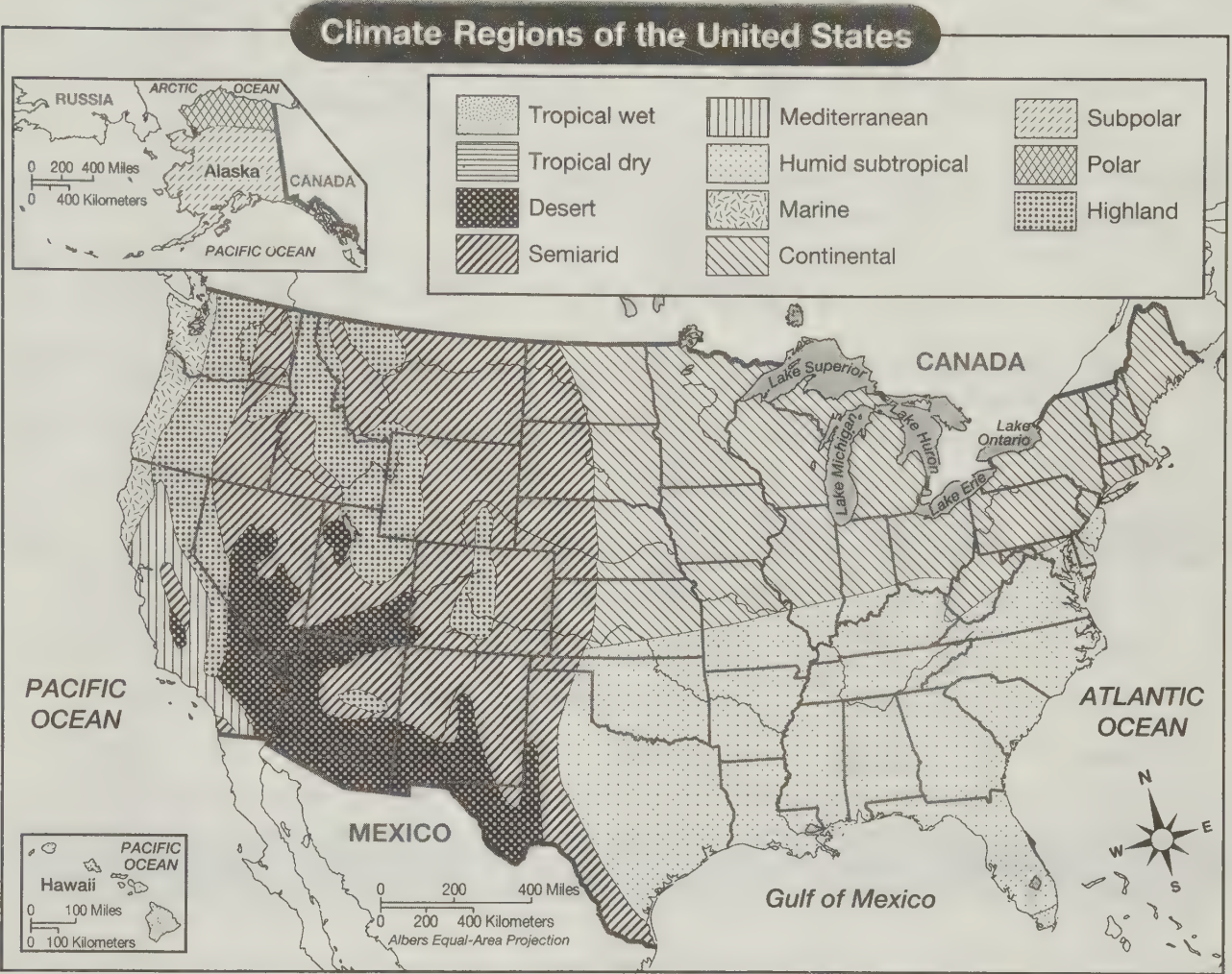


- 1 Name the Great Lakes. \_\_\_\_\_
- 2 Name the states that border the Gulf of Mexico. \_\_\_\_\_
- 3 Name three tributaries of the Mississippi River. \_\_\_\_\_
- 4 What states does the Arkansas River flow through? \_\_\_\_\_



# Climate and Vegetation Regions

**Directions** Use the map to fill in the chart below.



| Place or Region            | Climate Region |
|----------------------------|----------------|
| Southeastern United States |                |
| Southwestern United States |                |
| Pacific Coast              |                |
| Atlantic Coast             |                |
| Alaska                     |                |
| Hawaii                     |                |

# Using the Land

**Directions** Write the correct answer in the space provided.

- 1

When people change their environment, they \_\_\_\_\_ it.
- 2

A resource that cannot be made again by nature or people is called a \_\_\_\_\_ resource.
- 3

A \_\_\_\_\_ resource is one that can be made again by nature or by people.
- 4

Farmers often modify the soil by adding \_\_\_\_\_ to grow better crops.
- 5

Some farmers modify their land with \_\_\_\_\_, which brings water to dry areas.



**Directions** Write the name of the resource in the correct column.

|          |      |             |        |           |
|----------|------|-------------|--------|-----------|
| air      | iron | trees       | zinc   | fish      |
| sunlight | oil  | natural gas | plants | limestone |
| water    | gold | copper      | coal   | wind      |

| Renewable Resources | Nonrenewable Resources |
|---------------------|------------------------|
|                     |                        |
|                     |                        |
|                     |                        |
|                     |                        |
|                     |                        |
|                     |                        |
|                     |                        |
|                     |                        |



# Where People Live and Work

**Directions** Read each clue. Then use the clues to complete the word puzzle below.

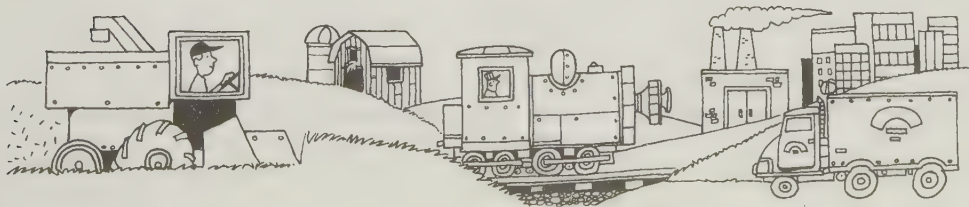
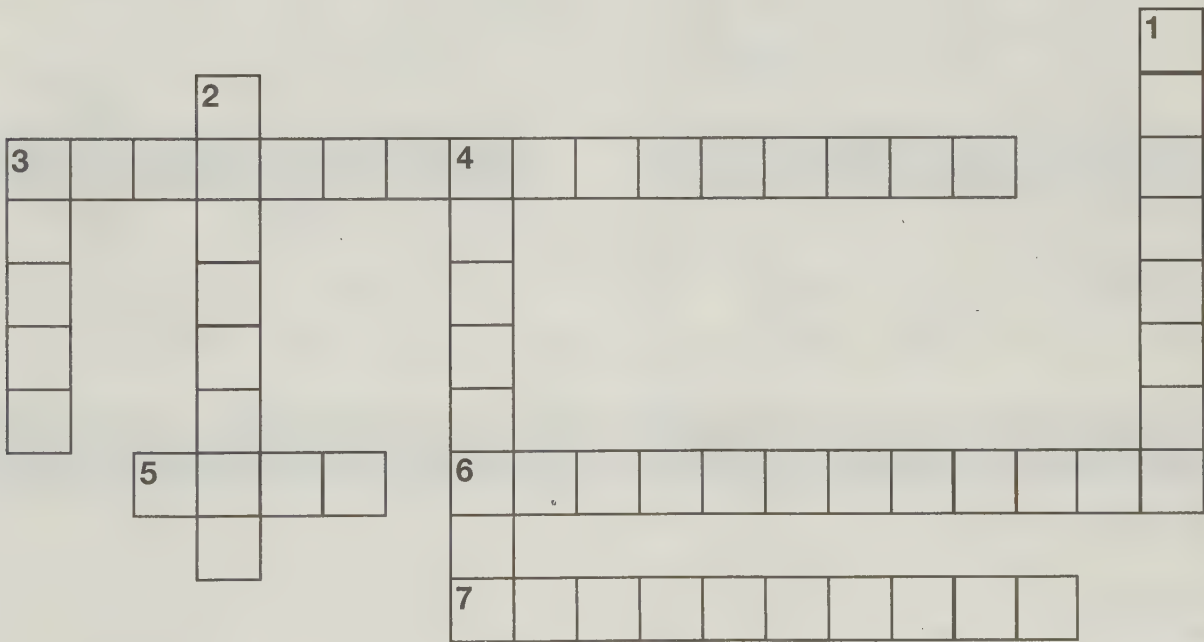
|                   |            |          |          |
|-------------------|------------|----------|----------|
| relative location | crossroads | suburban | rural    |
| metropolitan      | railroad   | farm     | economic |

## ACROSS

- 3 The location of a place compared to one or more other places
- 5 A place where crops are raised
- 6 Kind of area made up of a city and its suburbs
- 7 A place where two roads or railroads intersect

## DOWN

- 1 Kind of area surrounding a large city
- 2 A system that moves goods overland
- 3 Kind of area located in the country, away from cities
- 4 Region named for the work done or product made within it

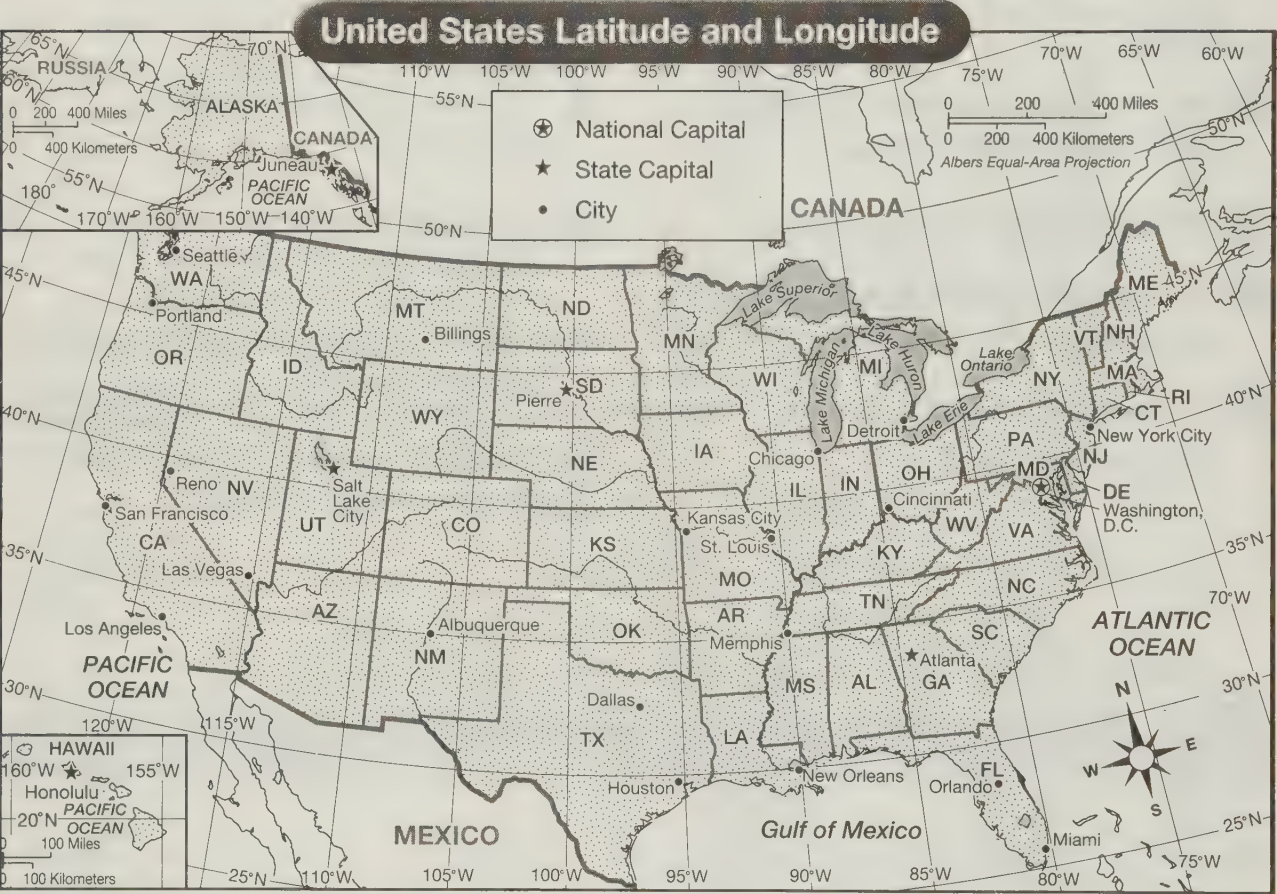




MAP AND GLOBE SKILLS

Use Latitude and Longitude

**Directions** Location is important to people choosing a place to live. People may choose to live and work near a coast or near a major transportation route. Use the map to fill in the chart below.

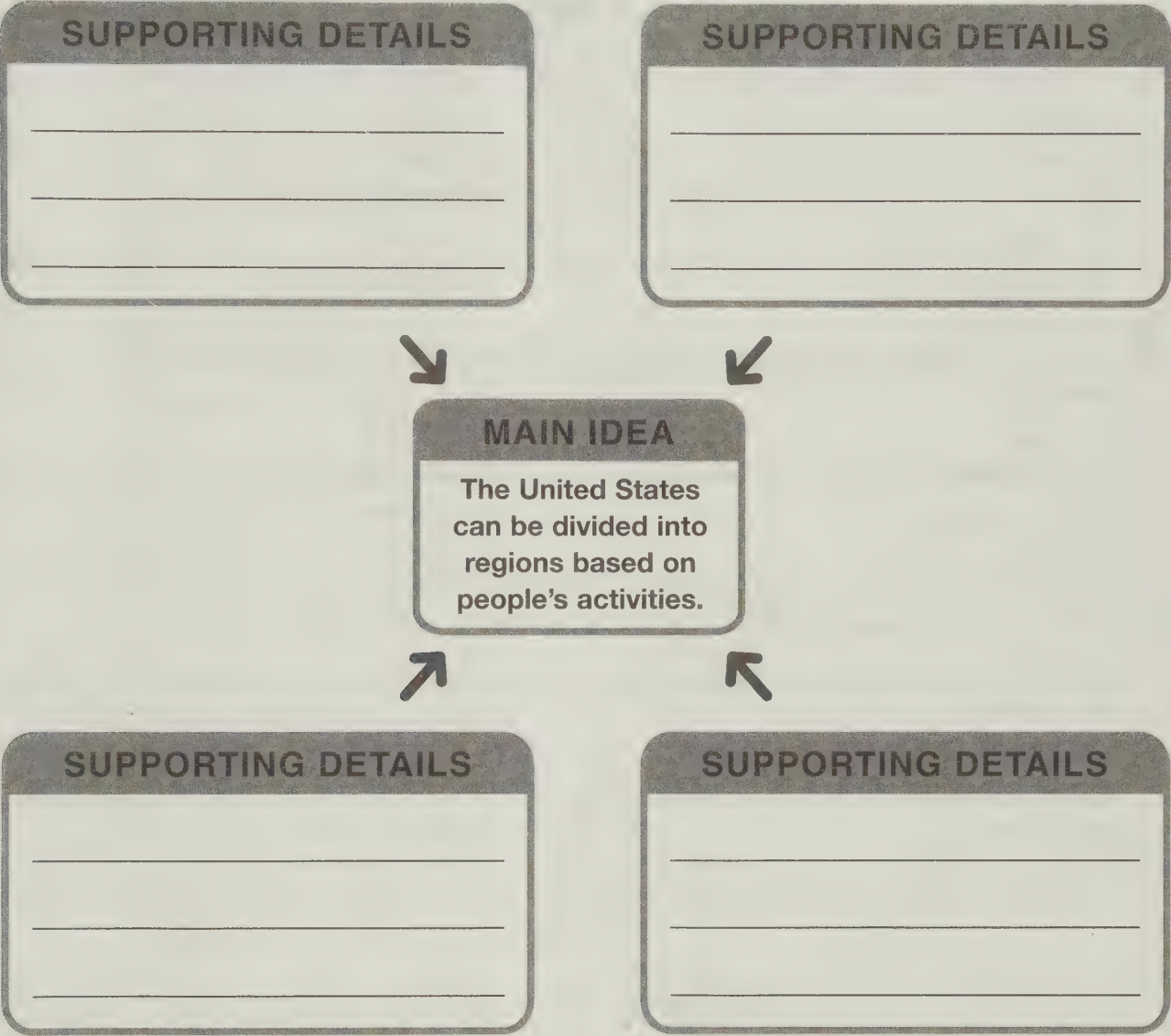


| City              | Latitude | Longitude |
|-------------------|----------|-----------|
| New York City, NY |          |           |
| Los Angeles, CA   |          |           |
| Chicago, IL       |          |           |
| New Orleans, LA   |          |           |



# Regions of the United States

**Directions** Complete this graphic organizer to show that you have identified the main idea and supporting details in this chapter.



# 1

## Test Preparation

**Directions** Read each question and choose the best answer. Then fill in the circle for the answer you have chosen. Be sure to fill in the circle completely.

1 What natural region is located at or near the foot of a mountain?

- Ⓐ peak
- Ⓑ hill
- Ⓒ piedmont
- Ⓓ humidity

2 Which of these is **not** the name of a landform?

- Ⓕ plain
- Ⓖ climate
- Ⓗ mountain
- Ⓙ valley

3 Which of these causes ocean currents?

- Ⓐ location
- Ⓑ elevation
- Ⓒ precipitation
- Ⓓ wind

4 Places in the rain shadow of a mountain receive very little—

- Ⓕ sunlight.
- Ⓖ precipitation.
- Ⓗ wind.
- Ⓙ temperature.

5 Another name for *grassland* is—

- Ⓐ prairie.
- Ⓑ mesquite.
- Ⓒ lichens.
- Ⓓ tundra.



# The First Americans

**Directions** Read the list of statements below about the arrival of ancient peoples in the Americas. In the spaces provided, write **LB** if a statement refers to the land bridge theory, **EA** if it refers to the early-arrival theory, or **O** if it refers to origin theory.

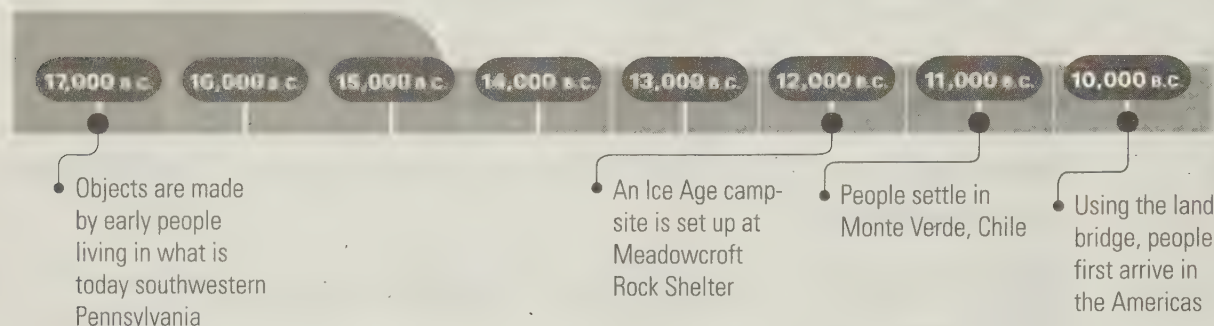
- 1 \_\_\_\_\_ The Blackfoot people tell a story of Old Man the Creator.
- 2 \_\_\_\_\_ Some scientists believe that between 12,000 and 40,000 years ago, Asian hunting groups reached present-day Alaska.
- 3 \_\_\_\_\_ Recent discoveries support the idea that ancient peoples came by boat to the Americas.
- 4 \_\_\_\_\_ Archaeologists in Brazil have discovered artifacts that may be 30,000 years old.
- 5 \_\_\_\_\_ According to the Hurons, land was formed from soil found in a turtle's claws.
- 6 \_\_\_\_\_ There are many people today who believe that the first Americans did not come from Asia or anywhere else.
- 7 \_\_\_\_\_ Following a path between glaciers, hunters slowly made their way farther into the Americas.
- 8 \_\_\_\_\_ At Meadowcroft Rock Shelter archaeologists discovered a few artifacts that are more than 19,000 years old.
- 9 \_\_\_\_\_ Many present-day Native Americans believe that their people have always lived in the Americas.
- 10 \_\_\_\_\_ After thousands of years, Asian hunters reached what is today Alaska.
- 11 \_\_\_\_\_ In Monte Verde, Chile, archaeologists uncovered artifacts, animal bones, and a child's foot print that had been there for at least 13,000 years.
- 12 \_\_\_\_\_ At several different times the level of the oceans dropped causing dry land to appear between Asia and North America.



## CHART AND GRAPH SKILLS

### Read Time Lines

**Directions** The time line on this page lists events that happened in the Americas. Study the time line and then answer the questions below.

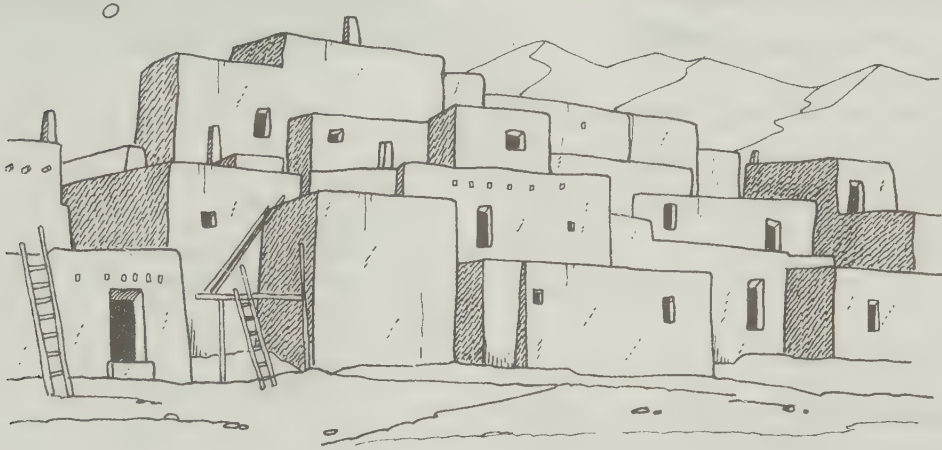


- 1 Artifacts found in Monte Verde, Chile, provide proof that people were there as long ago as \_\_\_\_\_.
- 2 Artifacts found at the Meadowcroft Rock Shelter suggest that people were living there in \_\_\_\_\_.
- 3 The oldest objects found at Meadowcroft Rock Shelter date back to \_\_\_\_\_.
- 4 The land-bridge theory says people first arrived in the Americas around \_\_\_\_\_.



# Ancient Indians

**Directions** Use the Word Bank below to complete a paragraph about the different cultures of the Olmecs, Maya, Mound Builders, and Anasazi.



|            |         |                |             |              |         |
|------------|---------|----------------|-------------|--------------|---------|
| technology | nomads  | Mound Builders | agriculture | civilization | extinct |
| Anasazi    | classes | slaves         | pueblos     | tribes       |         |

The Olmec Olmecs lived in what is now southeastern Mexico. Because the Olmecs remained in one place, they were not

considered \_\_\_\_\_. The Olmecs shared their ideas with other cultures, or \_\_\_\_\_, such as the Maya. The Olmecs

and Maya were divided into separate social classes, based upon people's occupations. At the bottom of Mayan society were

\_\_\_\_\_, or people forced to work against their will.

At about the same time, a group of Native Americans began building a society in what is today the southeastern United States. These people were known as

Mound Builders because of the earthen mounds they built as places of burial or worship. Hundreds of years later, a group called the

Anasazi built a society in what is today the southwestern United States. In this society, people lived in groups of houses built closely

together. These houses were called pueblos, the Spanish word for "village."



# MAP AND GLOBE SKILLS

## Use a Cultural Map

**Directions** Use the map to answer the following questions.

- 1 According to the map, Native Americans of the Desert Southwest lived in parts of which present-day states? \_\_\_\_\_

\_\_\_\_\_
- 2 What generalization can you make about the location of settlements in the Desert Southwest?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

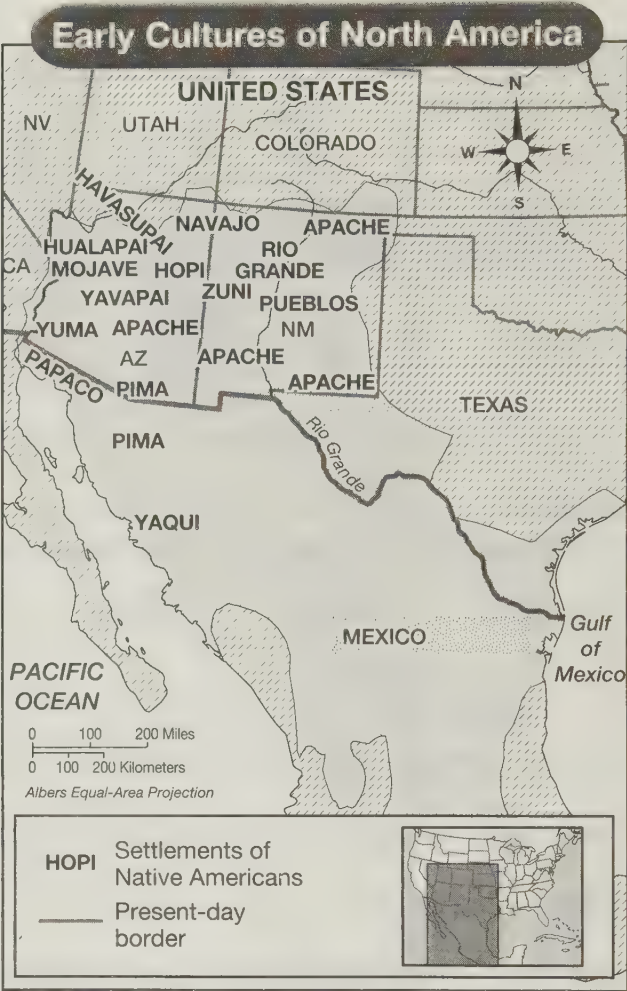
\_\_\_\_\_
- 3 Why do you think the Navajos learned certain customs from the Hopis rather than from the Pima?

\_\_\_\_\_

\_\_\_\_\_
- 4 What generalization can you make about the ways of life of Native Americans who lived in the Southwest? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



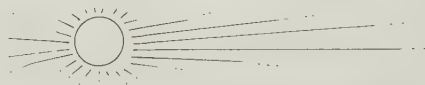


# The Desert Southwest

**Directions** On the blanks provided, write the word or name that best completes each sentence. Some letters in your answers will have numbers underneath them. Write these letters on the numbered blanks below, and you will find the name of a region in the United States.

- 1 Many Native Americans who lived in the d 1 t were able to change the way they lived and adjust to the land and its resources.
- 2 Native American tribes such as the Hopis and Zunis lived in b o 2 .  

- 3 They learned that by growing a p l 3 of food they could survive during times of harsh weather.
- 4 Many of the crops grown by Native Americans were s 4 e foods such as corn, beans, and squash.
- 5 The Hopis worshiped many gods and spirits, including h 5 a , who were believed to visit their world once a year.
- 6 Around the year 1025, the Hopis were joined on their lands by c 6 m , such as the Navajos.
- 7 The Navajos settled in an area known as the F 7 region, where parts of present-day Arizona, Colorado, New Mexico, and Utah meet.
- 8 The Navajos learned many customs from the Hopis, including how to build dome-shaped shelters called n 8 .
- 9 The Navajos' use of Hopi ways was an example of their ability to 9 to desert life.



|   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|---|---|---|---|---|---|---|---|---|

# The Northwest Coast and the Arctic

**Directions** Complete the following chart by comparing and contrasting the ways of life of the Northwest Coast and Arctic Indians, and then answer the questions that follow.

| Northwest Coast Indians               | Arctic Indians                                     |
|---------------------------------------|----------------------------------------------------|
| lived in a land of rivers and forests |                                                    |
|                                       | lived in igloos, tents, and huts                   |
| had many resources                    |                                                    |
| hunted salmon, other fish, and whales |                                                    |
|                                       | used animal parts to build shelters and make tools |

- 1

Contrast the living environments of the Northwest Coast and Arctic Indians.
- 2

Describe the resources that the Northwest Coast and Arctic Indians used for building shelters and making tools.
- 3

Using the information from the chart as a guide, write a paragraph comparing and contrasting the ways of life of the Northwest Coast and Arctic Indians.

# The Plains

**Directions** Match the items below to the buffalo parts from which they were made. You will use some parts more than once. Then answer the questions.



- |                    |                           |
|--------------------|---------------------------|
|                    | _____ clothing            |
|                    | _____ bags for water      |
| A. hides           | _____ cord                |
| B. stomach         | _____ needles and tools   |
| C. hair            | _____ blankets            |
| D. bones and horns | _____ fresh or dried food |
| E. meat            | _____ moccasins           |
|                    | _____ tepee coverings     |

- 1 Of the parts listed above, which was used for the most purposes?  
\_\_\_\_\_
- 2 What parts would the Plains Indians have used to make their shelters?  
\_\_\_\_\_
- 3 What buffalo part do you think was most useful? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# The Eastern Woodlands

**Directions** Read the paragraph. Then answer the questions that follow.

In the late 1500s, Iroquois villages often battled among themselves. Often, these battles grew out of small disputes that led to ill will between villages. According to tradition, a Huron named Deganawida believed that the battles must stop if the Iroquois tribes were to protect their ways of life from European newcomers. Deganawida persuaded a Mohawk leader named Hiawatha to join him in spreading the message throughout Iroquois country that “All shall receive the Great Law and labor together for the welfare of man.”

The result of their effort was a confederation called the Iroquois League, made up of the Five Nations of the Seneca, the Cayuga, the Onondaga, the Oneida, and the Mohawk. A few years later a sixth nation, the Tuscarora, joined the confederacy.

Each nation in the league governed itself, and matters often were settled by unanimous vote. Very important matters, such as war, were left for discussion by a Great Council of 50 chiefs.



- 1 Who was Deganawida? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 2 What tribes belonged to the Iroquois League? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 3 How were decisions made by the Iroquois League? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 4 What do you think Deganawida meant when he said “All shall receive the Great Law and labor together for the welfare of man”? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



**CITIZENSHIP SKILLS**

# Resolve Conflict

**Directions** Complete the graphic organizer below. For each step, write the decisions that led to the formation of the Iroquois League.

**ALL SIDES CLEARLY STATE WANTS AND NEEDS**

---

---

---

↓

**ALL SIDES DECIDE WHAT IS MOST IMPORTANT**

---

---

---

↓

**ALL SIDES PLAN AND DISCUSS POSSIBLE COMPROMISES**

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↓

**ALL SIDES PLAN A LASTING COMPROMISE**

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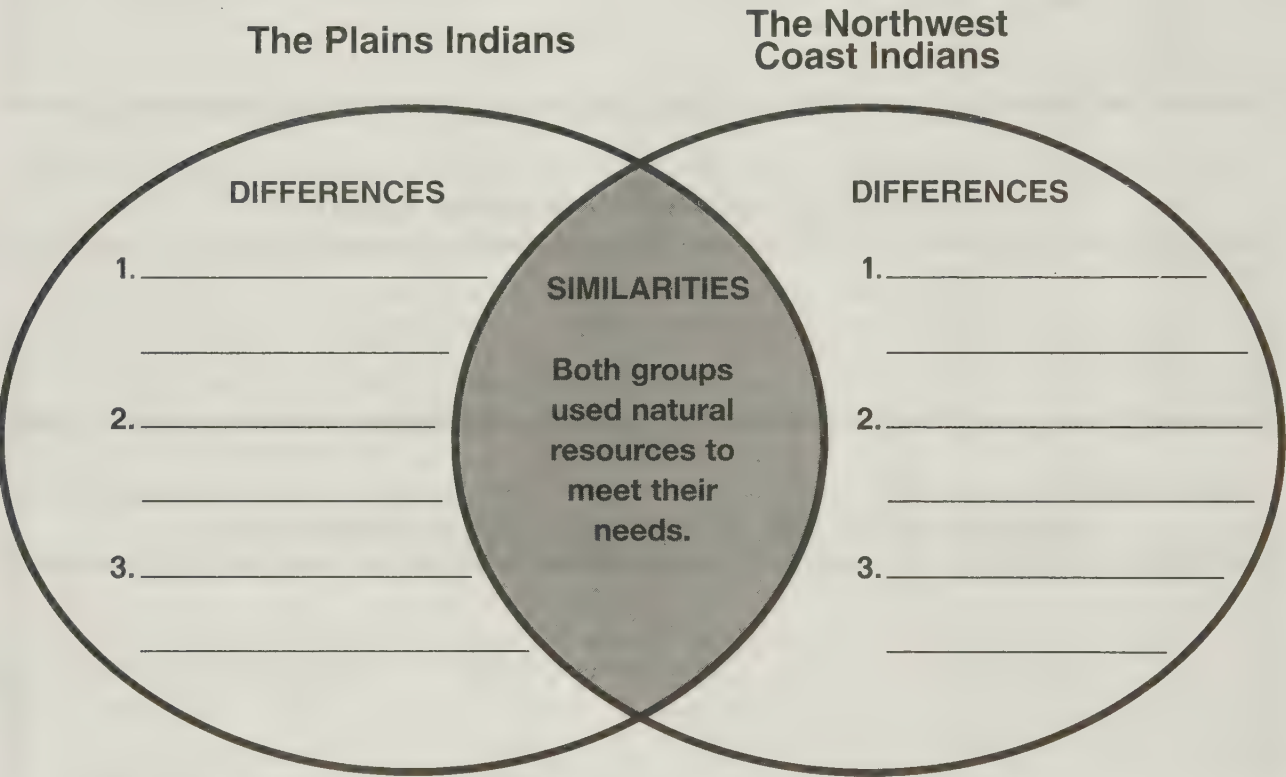
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# Indians of the Plains and Northwest Coast

**Directions** Complete this graphic organizer to compare and contrast the Indians of the Plains and the Indians of the Northwest Coast.





# 2

## Test Preparation

**Directions** Read each question and choose the best answer. Then fill in the circle for the answer you have chosen. Be sure to fill in the circle completely.

- 1 Which of the following explains early settlement in the Americas?
  - (A) land-bridge theory
  - (B) early-arrival theory
  - (C) origin stories
  - (D) all of the above
- 2 Which of the following shows the correct order of the development of civilizations in the Americas?
  - (F) the Olmecs, the Maya, the Mound Builders, the Anasazi
  - (G) the Olmecs, the Mound Builders, the Maya, the Anasazi
  - (H) the Maya, the Olmecs, the Mound Builders, the Anasazi
  - (J) the Olmecs, the Maya, the Anasazi, the Mound Builders
- 3 Which statement **best** describes the people of the Desert Southwest?
  - (A) They adapted their ways of life to fit their environment.
  - (B) They believed in gods of the sun, rain, and Earth.
  - (C) They lived in dome-shaped shelters called hogans.
  - (D) They shared certain customs.
- 4 Unlike the Northwest Coast Indians, the Arctic Indians—
  - (F) used animals for most of their food, shelter, and tools.
  - (G) lived in villages.
  - (H) hunted whales.
  - (J) raised their food on farms.
- 5 The Iroquois League—
  - (A) was a confederation made up of the Five Nations.
  - (B) relied on a Great Council to make important decisions.
  - (C) put an end to most Iroquois fighting.
  - (D) all of the above.

# The World in the 1400s

**Directions** Use words and phrases from the Word Bank to complete the chart.

|          |          |          |              |                    |
|----------|----------|----------|--------------|--------------------|
| Aztecs   | Mali     | Ghana    | Renaissance  | Lake Texcoco       |
| Portugal | Timbuktu | quipus   | Vijayanagar  | Songhay Empire     |
| Cuzco    | Incas    | Zheng He | carved ivory | Johannes Gutenberg |
| compass  | China    | Benin    | the Bible    | Andes Mountains    |
| junks    |          |          |              |                    |

| The Americas | Europe | Asia | Africa |
|--------------|--------|------|--------|
|              |        |      |        |
|              |        |      |        |
|              |        |      |        |
|              |        |      |        |
|              |        |      |        |
|              |        |      |        |

**Directions** Write your answer to each question.

- 1

In what ways did the peoples of the Americas, Europe, Asia, and Africa interact with one another in the 1400s? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 2

How did China change after the death of its ruler Yong Le? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

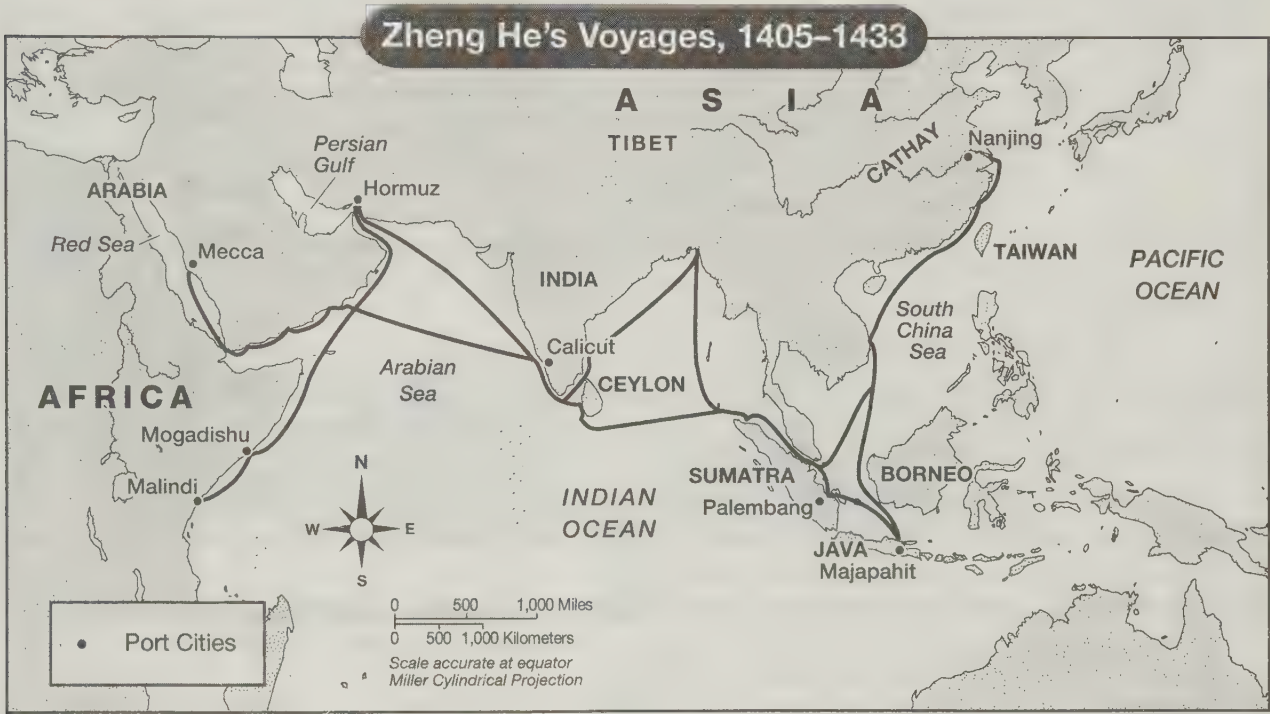


MAP AND GLOBE SKILLS

Follow Routes on a Map

The Chinese Emperor sent admiral Zheng He, an explorer, on several voyages to explore the oceans surrounding China. From 1405 to 1433, Zheng He’s fleets sailed on at least seven voyages. The admiral and his crew used wooden sailing ships called junks. The junks had flat bottoms, high masts, and square sails. Zheng He’s expeditions took him to trading centers along the coast of China, as well as to the cities of Majapahit, Calicut, Hormuz, Mecca, and Mogadishu.

Directions

 Use the map to help you answer the questions.

- 1
- In what country is Calicut located? \_\_\_\_\_

- 2
- Zheng He started his voyages in Cathay, or China. In which directions did he travel to reach Hormuz? \_\_\_\_\_

- 3
- In what direction did Zheng He travel to get from Hormuz to Mogadishu? \_\_\_\_\_

- 4
- What city in Arabia did Zheng He visit? \_\_\_\_\_



# Background to European Exploration

**Directions** Use the map and key to help you answer the questions. Write your answers in the blanks provided.



- 1 What are three kinds of goods transported by caravans traveling west through the Taklamakan Desert?
- 2 What three kinds of terrain would a caravan cross when traveling from Istanbul to Xian?
- 3 What three deserts are along the Silk Road?



## READING SKILLS

# Identify Causes and Their Effects

**Directions** Write the cause for each effect in the box provided.

Emperor Sunni Aui  
comes to power

development of the  
astrolabe

development of the  
caravel

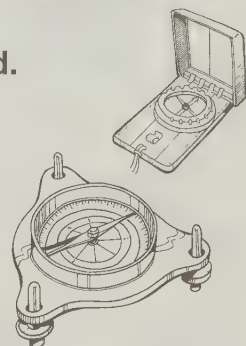
invention of the  
compass

Turks capture  
Constantinople

cartographers begin  
working together

expeditions

Silk Road



The compass—  
ancient and  
modern

**CAUSE**

**EFFECT**

\_\_\_\_\_ → enabled explorers to discover new  
lands and established routes for  
future explorations

\_\_\_\_\_ → closed the Silk Road, stopping trade  
between Europe and Asia

\_\_\_\_\_ → enabled explorers and merchants to  
travel long distances at a faster  
speed while carrying more cargo; led  
to more extended ocean exploration

\_\_\_\_\_ → navigational tool that allowed longer  
voyages and more accurate sailing

\_\_\_\_\_ → enabled Europeans to travel over  
land to Asian trade cities

\_\_\_\_\_ → improved navigation by making more  
accurate maps

\_\_\_\_\_ → improved navigation by helping  
sailors use the position of the sun or  
the North Star to find their location

# Europeans Explore the World



Columbus

**Directions** Complete the chart using the information in the Word Bank. Some pieces of information may be used more than once.

| Home Country | Planned Destination   | Expedition Date | Importance of Exploration                                                      |
|--------------|-----------------------|-----------------|--------------------------------------------------------------------------------|
| Italy        | Asia                  | 1497            | He was the first explorer to prove Vespucci’s idea.                            |
| Portugal     | Cathay                | 1499            | The king of England sent him to find great riches.                             |
| Spain        | The Isthmus of Panama | 1500            | He claimed Brazil for Portugal.                                                |
|              |                       | 1513            | He realized that he and other explorers had found an unknown continent.        |
|              |                       | 1522            | His attempt to find a western route to Asia led the Europeans to the Americas. |

| Explorer | Home Country | Planned Destination | Expedition Date | Importance of Exploration                                                 |
|----------|--------------|---------------------|-----------------|---------------------------------------------------------------------------|
| Columbus |              |                     | 1492            |                                                                           |
| Caboto   |              |                     |                 |                                                                           |
| Magellan |              |                     |                 | He was the first explorer to lead an expedition to sail around the world. |
| Vespucci |              |                     |                 |                                                                           |
| Balboa   | Spain        |                     |                 |                                                                           |
| Cabral   |              | Brazil              |                 |                                                                           |



# The Spanish Conquerors

**Directions** Write “T” or “F” in the blank before each statement to tell whether it is TRUE or FALSE. If the statement is FALSE, write the word that would make it TRUE in the blank at the end of the statement.



Ponce de León

- \_\_\_\_\_ ① The English king offered grants of money to explorers who would lead expeditions. \_\_\_\_\_
- \_\_\_\_\_ ② In 1513 Ponce de León set out to find Bimini and the “Fountain of Youth.” \_\_\_\_\_
- \_\_\_\_\_ ③ Ponce de León claimed the land now known as Florida and named it *La Florida*, which is Spanish for “conquer.” \_\_\_\_\_
- \_\_\_\_\_ ④ Cortés had heard stories about the great wealth of the Inca Empire. \_\_\_\_\_
- \_\_\_\_\_ ⑤ In 1519 Cortés traveled from the tropical coast to the Valley of Mexico, finally reaching Tenochtitlán. \_\_\_\_\_
- \_\_\_\_\_ ⑥ The French who were unhappy with Aztec rule gave the Spanish food and support against the Aztecs. \_\_\_\_\_
- \_\_\_\_\_ ⑦ The Aztec people believed that Cortés might be Quetzalcoatl. \_\_\_\_\_
- \_\_\_\_\_ ⑧ The survivors of Narváez’s expedition sailed along the Pacific Coast until they reached Spanish lands in Mexico. \_\_\_\_\_
- \_\_\_\_\_ ⑨ Coronado and several Spaniards, Africans, and Native Americans set out to find the Seven Cities of Steel. \_\_\_\_\_
- \_\_\_\_\_ ⑩ In 1539 Hernando de Soto explored much of the North American Northwest. \_\_\_\_\_

# Search for the Northwest Passage

**Directions** Use the Word Bank below to complete the sentences.

|                |                   |                  |               |
|----------------|-------------------|------------------|---------------|
| Arctic Ocean   | Northwest Passage | estuary          | Half Moon     |
| gold           | Iroquois          | Dutch East India | Dauphine      |
| King Francis I | Staten Island     | Company          | Pamlico Sound |

1 European explorers were looking for the \_\_\_\_\_ ,  
a waterway along the north coast of North America connecting  
the Atlantic Ocean and the Pacific Ocean.

2 In 1524 Giovanni da Verrazano set sail for North America  
on his ship, the \_\_\_\_\_ .



Verrazano

3 A narrow body of water called the \_\_\_\_\_  
lay between the Atlantic Ocean and what Verrazano thought was  
the Pacific Ocean.

4 Verrazano landed on the north end of present-day  
\_\_\_\_\_ .



Cartier

5 \_\_\_\_\_ sent Jacques Cartier  
to North America to search for \_\_\_\_\_  
and other valuable metals.

6 Cartier's ship sailed up the \_\_\_\_\_  
of the St. Lawrence River.

7 During his expedition, Cartier was told by the \_\_\_\_\_  
of jewels and metals that could be found northwest of Gaspé Peninsula.

8 Henry Hudson sailed by way of the \_\_\_\_\_  
in search of the Northwest Passage.

9 The \_\_\_\_\_ gave Hudson  
a ship for his third voyage, his last attempt to find the  
Northwest Passage.



Hudson

10 Hudson's crew aboard the \_\_\_\_\_  
mutinied in 1609.

# European Exploration

**Directions** Complete this graphic organizer to show that you understand the sequence of some of the key events that led to the exploration of the Americas.

|                                                                                                                  |   |                                       |   |                                                                                                             |
|------------------------------------------------------------------------------------------------------------------|---|---------------------------------------|---|-------------------------------------------------------------------------------------------------------------|
| <div><div>FIRST</div><div>Columbus gets King Ferdinand and Queen Isabella to support his expedition.</div></div> | ➔ | <div><div>NEXT</div><div></div></div> | ➔ | <div><div>LAST</div><div>Columbus lands at San Salvador.</div></div>                                        |
| <div><div>FIRST</div><div></div></div>                                                                           | ➔ | <div><div>NEXT</div><div></div></div> | ➔ | <div><div>LAST</div><div>The Spanish claim all of what is today the southeastern United States.</div></div> |



## 3

## Test Preparation

**Directions** Read each question and choose the best answer. Then fill in the circle for the answer you have chosen. Be sure to fill in the circle completely.

- 1 Many years before Europeans arrived in the Americas, some groups of Native Americans had established powerful—  
(A) tribes.  
(B) fleets of ships.  
(C) empires.  
(D) trade agreements with China.
- 2 A compass and an astrolabe are kinds of \_\_\_\_\_ sailors used to determine their location at sea.  
(F) construction tools  
(G) navigational tools  
(H) books  
(J) telescopes
- 3 When Columbus landed in the Americas, he thought he was in \_\_\_\_\_.  
(A) Asia  
(B) Spain  
(C) Mexico  
(D) Portugal
- 4 The Portuguese explorer \_\_\_\_\_ led the first expedition to sail around the world.  
(F) Columbus  
(G) Magellan  
(H) Vespucci  
(J) Cabral
- 5 King Francis I was one of many European rulers who wanted to find the \_\_\_\_\_ through North America.  
(A) Santa Fe Trail  
(B) Silk Road  
(C) trade route  
(D) Northwest Passage

# The English in the Americas

**Directions** Some of these sentences are causes, and some are effects. Complete the chart to show each cause and its effect.

“Sea dogs” like Francis Drake become pirates.

England decides to start colonies in America.

Treasure captured by “sea dogs” helps increase England’s wealth.

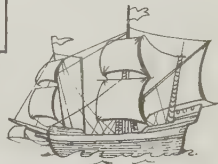
The English colonists at Roanoke Island arrive too late in the year to plant crops.



**CAUSE**



**EFFECT**



Elizabeth I encourages English sea captains to attack Spanish treasure ships.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

England builds a strong navy with that wealth and becomes a powerful country.



Europe’s most powerful countries have colonies in America.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

John White returns to England to gather food and supplies.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# The Jamestown Colony

**Directions** Use the chart below to answer the questions that follow.

| House of Burgesses                                                                                     |                                                                                                         |                             |                                                                                 |
|--------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|-----------------------------|---------------------------------------------------------------------------------|
| Who?                                                                                                   | What?                                                                                                   | When or Where?              | How?                                                                            |
| Each Virginia settlement or plantation was allowed to elect two burgesses, usually wealthy landowners. | Virginia’s legislature, the branch of the government that makes laws                                    | Established July 30, 1619   | Burgesses would meet once a year with the royal governor.                       |
| The 22 original burgesses were members of the House of Burgesses.                                      | The first lawmaking assembly formed in the English colonies                                             | Jamestown Colony            | Burgesses and royal governor would meet to make local laws and decide on taxes. |
| Royal Governor George Yeardley shared ruling authority with the House of Burgesses.                    | Jamestown Colony would live under English law and have the same rights as the people living in England. | Met in the Jamestown church | Modeled after the English Parliament                                            |

- 1 What did the House of Burgesses do? \_\_\_\_\_
- \_\_\_\_\_
- 2 What country ruled Jamestown? \_\_\_\_\_
- 3 Who was the royal governor? \_\_\_\_\_
- 4 How often did the royal governor meet with the burgesses? \_\_\_\_\_
- \_\_\_\_\_
- 5 What governing body was the House of Burgesses modeled after? \_\_\_\_\_
- \_\_\_\_\_
- 6 When was the House of Burgesses established? \_\_\_\_\_
- 7 How did the burgesses decide on laws and taxes? \_\_\_\_\_
- \_\_\_\_\_
- 8 How many burgesses could be elected from each plantation or settlement? \_\_\_\_\_
- \_\_\_\_\_





# CITIZENSHIP SKILLS

## Solve a Problem

**Directions** One problem in colonial times was that of getting settlers to stay for long periods of time. Imagine that you are a leader who wants to settle a colony. Use the steps below to complete the boxes and help you solve the problem. Step 1 has been done for you.

Here are some questions to think about when solving your problem:

Where will the colonists live? How will they get food? How will they make a living? How will they prepare for winter? Who will govern the settlements? How will they respond to conflicts with other people?

Step 1

Identify the problem.

People are not permanently settling in the colonies.

Step 2

Gather information about the problem.

Step 3

Think of and list possible options.

Step 4

Consider the advantages and disadvantages of possible options.

Step 5

Choose the best solution.

Step 6

Try your solution.

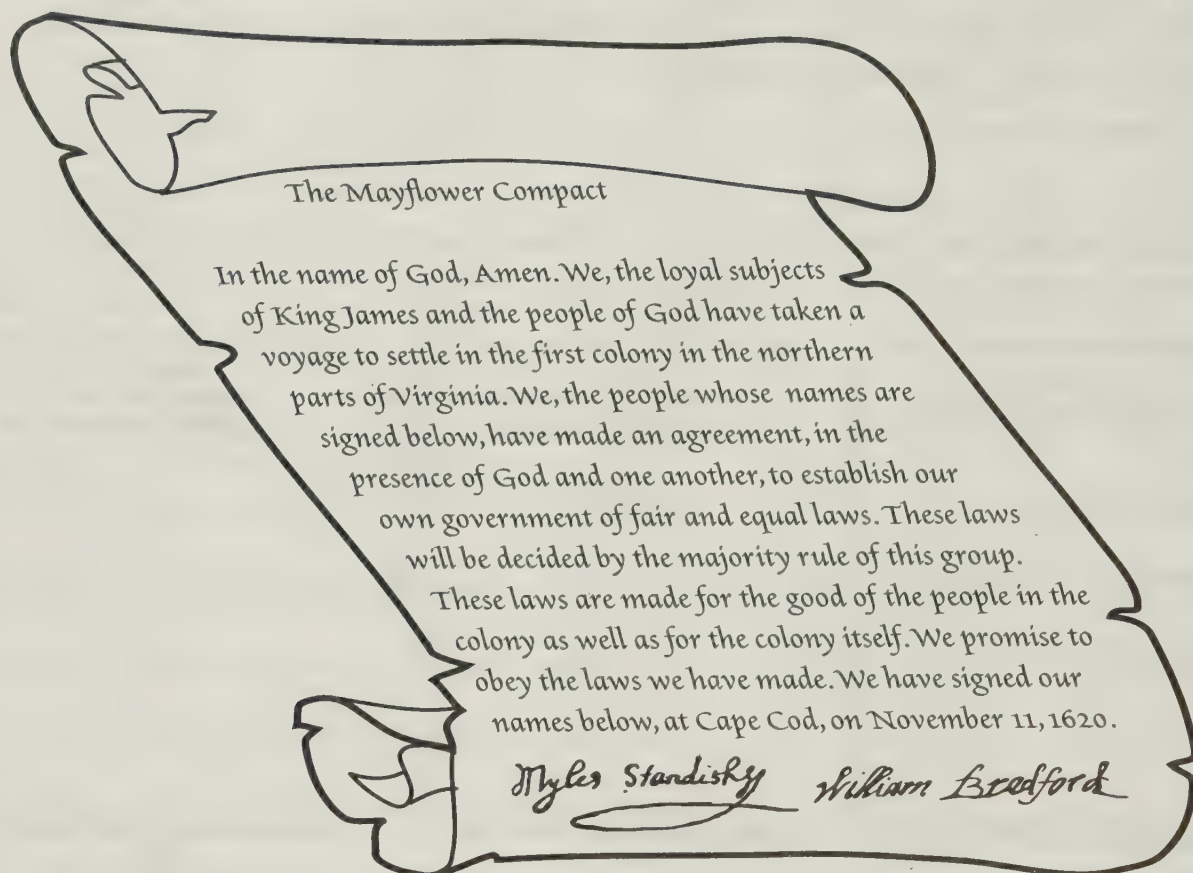
Step 7

Think about how well your solution helps solve the problem.

Use after reading Chapter 4, Skill Lesson, page 165. Activity Book ■ 39

# The Plymouth Colony

**Directions** When the Mayflower Compact was written in 1620, the English language was very different from what it is today. Below is a version of the Mayflower Compact written in present-day language. Use it to answer the questions that follow.



- 1 Who is the English ruler named in the Mayflower Compact?  
\_\_\_\_\_
- 2 Where did the Mayflower passengers think they were going to settle?  
\_\_\_\_\_
- 3 How did the writers of the Mayflower Compact say laws would be decided?  
\_\_\_\_\_
- 4 What did the passengers promise? \_\_\_\_\_
- 5 Where and when was the Mayflower Compact signed? \_\_\_\_\_

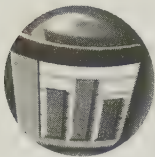


CHART AND GRAPH SKILLS

Compare Tables to Classify Information

**Directions** Read and study each table. Use the information in the tables to answer the questions below.

| Table A: Native Americans and European Colonists |                                                 |                                                                |
|--------------------------------------------------|-------------------------------------------------|----------------------------------------------------------------|
| Colony                                           | Native American Tribe Encountered               | Interaction/Events                                             |
| Connecticut (1636)                               | Pequot                                          | Colonists purchased land; later, tribe fought to reclaim land. |
| New Jersey (1664)                                | Lenape                                          | Colonists fought with this hostile tribe.                      |
| New York (1626)                                  | Algonquian-speaking tribes                      | Colonists bought Manhattan Island from local tribes.           |
| Rhode Island (1636)                              | Algonquian-speaking tribes, mostly Narragansett | Colonists peacefully coexisted with local tribes.              |

| Table B: Native Americans and European Colonists               |                                                 |                     |
|----------------------------------------------------------------|-------------------------------------------------|---------------------|
| Interaction/Events                                             | Native American Tribe Encountered               | Colony              |
| Colonists bought Manhattan Island from local tribes.           | Algonquian-speaking tribes                      | New York (1626)     |
| Colonists purchased land; later, tribe fought to reclaim land. | Pequot                                          | Connecticut (1636)  |
| Colonists peacefully coexisted with local tribes.              | Algonquian-speaking tribes, mostly Narragansett | Rhode Island (1636) |
| Colonists fought with this hostile tribe.                      | Lenape                                          | New Jersey (1664)   |

- 1 Which table makes it easier to find out when the first colony was established?  
Why? \_\_\_\_\_
- 2 Which table would you use to find which colony bought an island from Native Americans? Why? \_\_\_\_\_
- 3 Which table would you use to find out which Native American tribe was found in New Jersey? Why? \_\_\_\_\_



# Key Settlements in North America

**Directions** Complete this graphic organizer by categorizing people and settlements with the country they are associated with.

| SPANISH<br>SETTLEMENTS                                                                 | FRENCH<br>SETTLEMENTS                                                               | ENGLISH<br>SETTLEMENTS                                                            |
|----------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
| <div>↓</div>                                                                           | <div>↓</div>                                                                        | <div>↓</div>                                                                      |
| <div>KEY PEOPLE</div> <div>1. Bartolomé de Las Casas</div> <div>2.</div> <div>3.</div> | <div>KEY PEOPLE</div> <div>1. Samuel de Champlain</div> <div>2.</div> <div>3.</div> | <div>KEY PEOPLE</div> <div>1. Sir Francis Drake</div> <div>2.</div> <div>3.</div> |
| <div>KEY SETTLEMENTS</div> <div>1. Hispaniola</div> <div>2.</div> <div>3.</div>        | <div>KEY SETTLEMENTS</div> <div>1. Quebec</div> <div>2.</div> <div>3.</div>         | <div>KEY SETTLEMENTS</div> <div>1. Roanoke</div> <div>2.</div> <div>3.</div>      |

# 4

## Test Preparation

**Directions** Read each question and choose the best answer. Then fill in the circle for the answer you have chosen. Be sure to fill in the circle completely.

- 1 What did the Spanish create in North America to protect their colonies from other Europeans?
  - (A) a hacienda
  - (B) a buffer zone
  - (C) a mission
  - (D) a ranch
- 2 What was the main item of trade between the French and the Native Americans in New France?
  - (F) fur
  - (G) gold
  - (H) silk
  - (J) food
- 3 Who protected the English "sea dogs" when they stole treasures from the Spanish?
  - (A) Native Americans
  - (B) the French
  - (C) the queen of England
  - (D) conquistadors
- 4 What is a burgess?
  - (F) a representative
  - (G) a royal governor
  - (H) a company
  - (J) a monarchy
- 5 Why did the Pilgrims sail to North America in 1620?
  - (A) to meet Native Americans
  - (B) to practice their religion in their own way
  - (C) to be farmers
  - (D) to trade fur

# Massachusetts Bay Colony

**Directions** Find the terms in the Word Bank in the Word Search Puzzle.  
Words may be arranged vertically, horizontally, or diagonally.

|               |            |        |                  |                    |
|---------------|------------|--------|------------------|--------------------|
| Puritan       | charter    | common | specialize       | town meeting       |
| public office | blacksmith | churn  | colony           | confederation      |
| school        | constable  | kettle | patchwork quilts | candles            |
| livestock     | soap       | crops  | preserved        | pickled vegetables |

y s d e h c s o o c v d c a n d l e s b q z s d f w q  
h k o f d e s n a h r t e d f h j c c o l o n y e b t  
n r v y q w p p r e s e r v e d a o y k a n b m k g b  
y t r d c t d e a m c b n t i u u d h p c p x v b s l  
t j u u o r d c e t o w n m e e t i n g a u a k r f a  
n m t l n o l u p i c k l e d v e g e t a b l e s q c  
k g f t s e d t u y h h j k g o y t g b j l s f d a k  
d e i b t u y t r c a x w l k u j h v y u i c z i x s  
c r t v a b c n i l r v c o m m o n y a o c r m x u m  
b t f t b j h k t v t x h d r l k i j d c o k s d s i  
i u f r l h z s a r e g u g m k g h r f y f e r p c t  
w s b n e e k m n y r e r s d e q j f w d f j o d h h  
o l p u h j f r t d o k n f d e t u i u y i r x c o m  
w d e s s p e c i a l i z e t f h y i r e c i u k o p  
u e h s g a i w s e d j o l h j i k g l t e c w o l n  
k l n f l i v e s t o c k d a s j w e h t a g n d b d  
m f d j s e i c o n f e d e r a t i o n k s s a e l s



(continued)



**Directions** Use words from the word bank on the previous page to complete the sentences below.

- 1 In 1628 King Charles I granted a \_\_\_\_\_,  
to a group of Puritans, allowing them to settle in New England.
- 2 John Winthrop served as governor in one \_\_\_\_\_  
several times during a 20-year period.
- 3 Winthrop formed a \_\_\_\_\_ among the people of  
New England so they could better defend themselves against their enemies.
- 4 A place for the town animals to graze was one use for the  
\_\_\_\_\_.
- 5 A \_\_\_\_\_ specialized in working with iron.
- 6 A law was passed stating that any town with more than 50 families must  
have a \_\_\_\_\_.
- 7 Both men and women could attend a \_\_\_\_\_,  
but only the men could vote.
- 8 One public official was a \_\_\_\_\_, who was in  
charge of maintaining order and keeping the peace.
- 9 \_\_\_\_\_ could be stored and eaten throughout  
the winter.
- 10 Some food, as well as leather and wool, came from farmers'  
\_\_\_\_\_.

# New Ideas, New Colonies

**Directions** Complete the information in the boxes next to the map. Use the names and terms below to help you.

|               |                    |                                  |
|---------------|--------------------|----------------------------------|
| Thomas Hooker | Roger Williams     | consent                          |
| John Endecott | Fundamental Orders | self-governed by Puritan leaders |

**New England Colonies**

— Proclamation Line of 1763  
— Colonial boundaries

0 100 200 Miles  
0 100 200 Kilometers  
Azimuthal Equal-Area Projection

N  
W E  
S

NEW HAMPSHIRE  
MASSACHUSETTS BAY  
CONNECTICUT  
RHODE ISLAND

**Massachusetts Bay**  
Founder: \_\_\_\_\_  
Form of Government: \_\_\_\_\_

**Rhode Island**  
Founder: \_\_\_\_\_  
Form of Government: \_\_\_\_\_

**Connecticut**  
Founder: \_\_\_\_\_  
Form of Government: \_\_\_\_\_

(continued)

**Directions** Use the map on the previous page and the words and sentences below to help you complete the table and answer the questions.

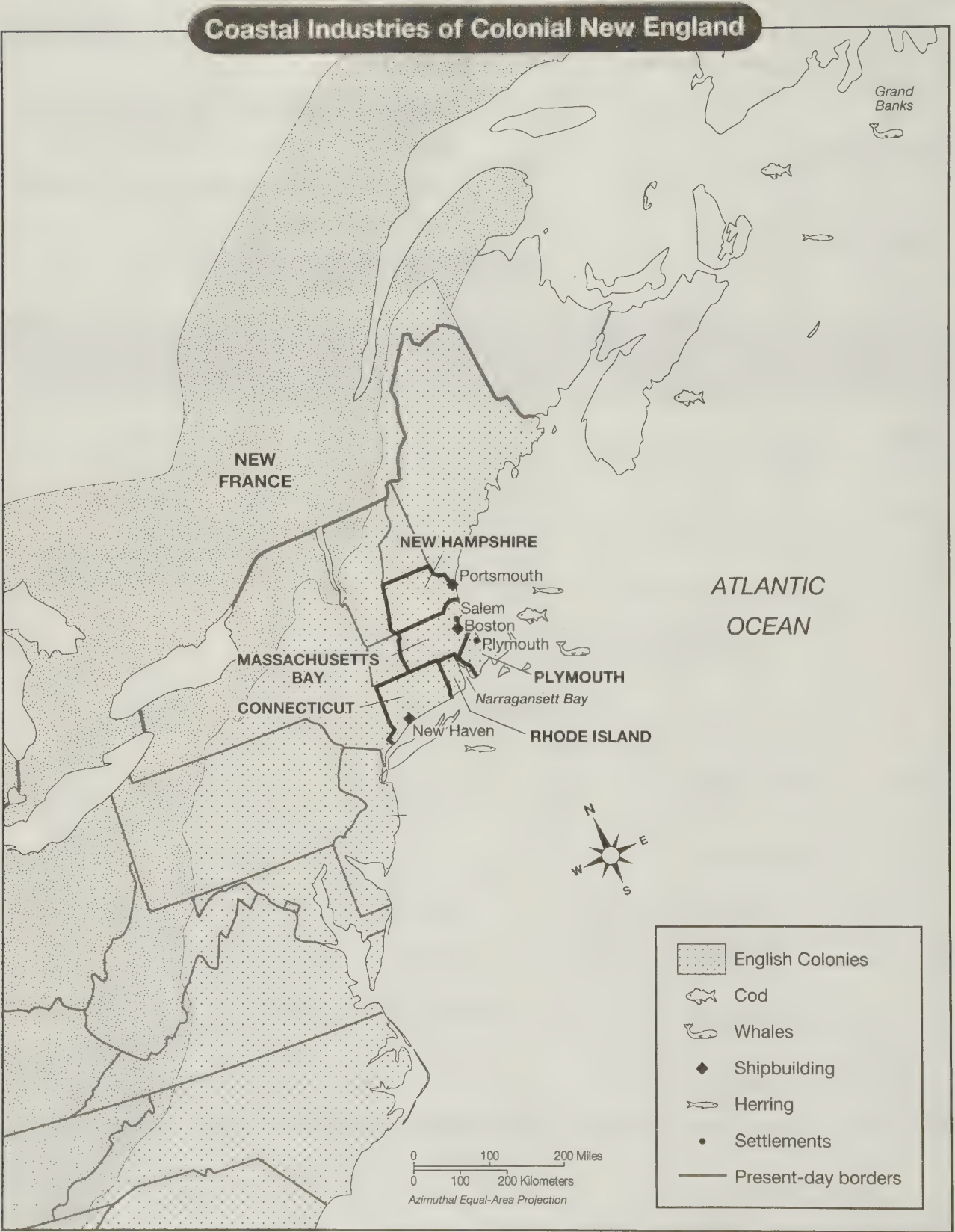
|                                   |                                                                          |
|-----------------------------------|--------------------------------------------------------------------------|
| <b>Places, Tribes, and Dates:</b> | <b>Events:</b>                                                           |
| 1636                              | Expelled from the colony, Williams moved his family to Narragansett Bay. |
| Narragansett                      | Puritans disagreed with practices of the Church of England.              |
| Windsor, 1633                     |                                                                          |
| Providence, 1636                  |                                                                          |

| Founded                | Massachusetts Bay Colony         | Rhode Island Colony              | Connecticut Colony                                                                         |
|------------------------|----------------------------------|----------------------------------|--------------------------------------------------------------------------------------------|
| When                   | 1628                             | _____                            | 1630s                                                                                      |
| Why                    | _____<br>_____<br>_____<br>_____ | _____<br>_____<br>_____<br>_____ | Some colonists were looking for better farmland; other colonists wanted religious freedom. |
| Where                  | Salem, 1628                      | _____                            | _____                                                                                      |
| Which tribe was there? | Wampanoags                       | _____                            | Pequots                                                                                    |

- 1 When was the Connecticut Colony founded? \_\_\_\_\_
- 2 What was the major event that led to the founding of the Massachusetts Bay Colony? \_\_\_\_\_
- 3 What Native American tribe did the Massachusetts Bay Colony interact with? \_\_\_\_\_
- 4 Who moved to Narragansett Bay? \_\_\_\_\_



# New England's Economy



(continued)

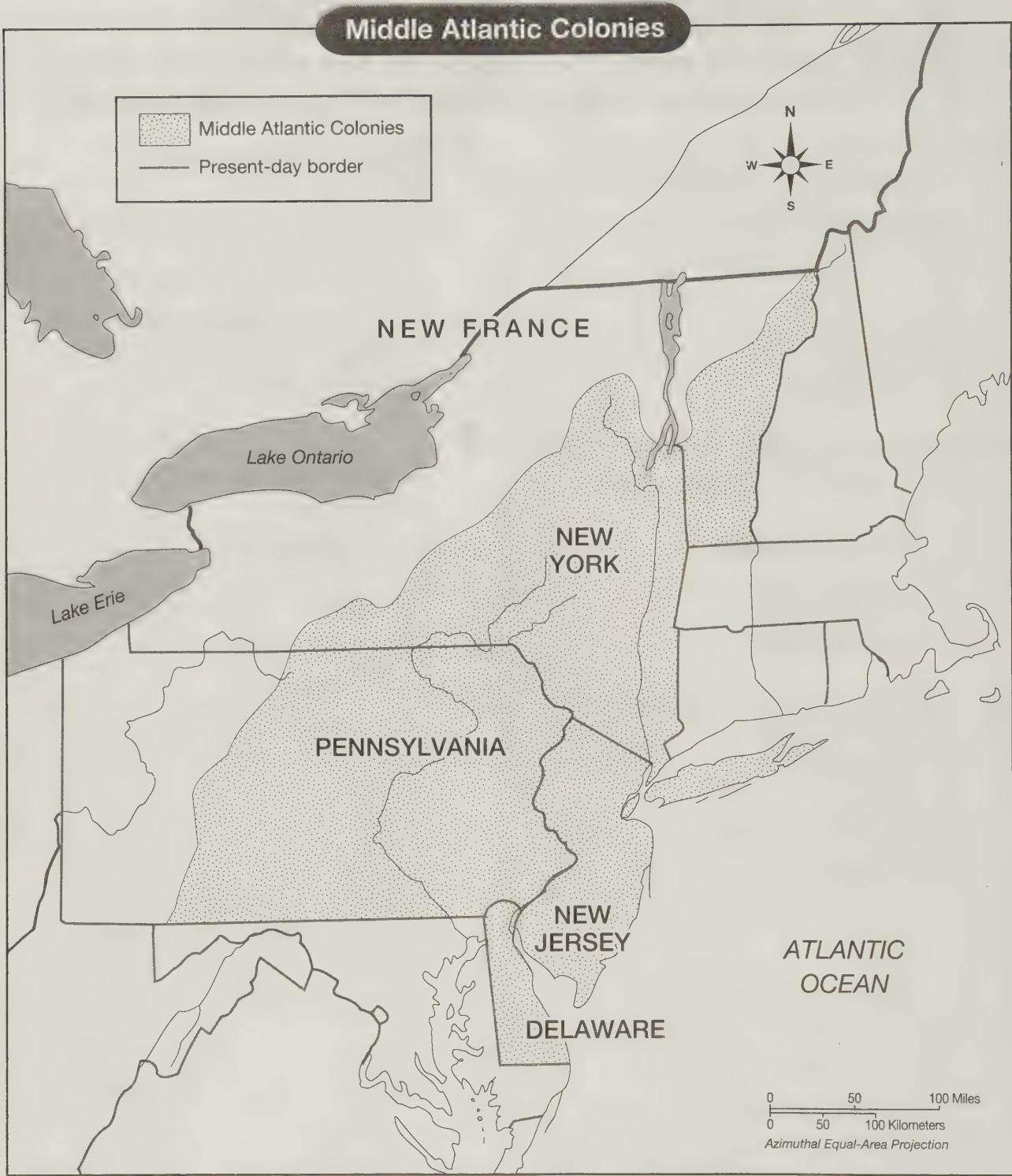
# 5

## Test Preparation

**Directions** Read each question and choose the best answer. Then fill in the circle for the answer you have chosen. Be sure to fill in the circle completely.

- 1 Which group of people settled in New England because they disagreed with many practices of the Church of England?  
(A) colonists  
(B) settlers  
(C) Puritans  
(D) Christians
- 2 Who had a conflict with the Puritan leaders in the Massachusetts Bay Colony?  
(F) Anne Hutchinson  
(G) Roger Williams  
(H) both F and G  
(J) John Winthrop
- 3 Where did some colonists go to find better farmland?  
(A) Rhode Island  
(B) Connecticut  
(C) Massachusetts Bay  
(D) Plymouth
- 4 Why was whale oil a popular product?  
(F) It burned brightly without an unpleasant odor.  
(G) It was very inexpensive.  
(H) It was available in unlimited quantities.  
(J) both G and H
- 5 \_\_\_\_\_ were workers who used wood to make barrels and casks.  
(A) Merchants  
(B) Shipbuilders  
(C) Fishermen  
(D) Coopers

# Breadbasket Colonies



(continued)



**Directions** Read each lettered phrase below. On the map, write the letter of the phrase in the colony or colonies to which it applies.

- A. settled by Quakers
- B. bought from the Manhattan Indians by Peter Minuit
- C. freedom of speech, freedom of worship, and trial by jury
- D. William Penn
- E. John Berkeley and George Carteret
- F. colonists fought Delaware and Wappinger Indians
- G. Peter Stuyvesant
- H. "Penn's woods"
- I. Native American Chief Tamenend
- J. claimed for Holland by Henry Hudson
- K. Fort Christina
- L. Edward Byllinge

Why were the Middle Atlantic Colonies called the "breadbasket colonies"?

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# Colonial Philadelphia

**Benjamin Franklin**



**William Penn**



## Facts About William Penn and Benjamin Franklin

Founded Philadelphia on the idea that people of different backgrounds could live in peace together

Wrote “Early to bed and early to rise makes a man healthy, wealthy, and wise”

Designed the layout of Philadelphia, with a “checkerboard” plan for the center

Printed a newspaper called the *Pennsylvania Gazette*

Organized the first firefighting company in the colonies

Named his colony’s chief city Philadelphia

Worked to have Philadelphia’s streets lit at night and paved

Divided his colony into townships made up of 5,000 acres each

Helped establish the first subscription library

Added public parks to the city he called “a green country town”

Planned the government and the settlements of Philadelphia

Invented the lightning rod, which helped protect buildings from lightning

(continued)

Name \_\_\_\_\_ Date \_\_\_\_\_

**Directions** Read the facts about William Penn and Benjamin Franklin on page 56. Decide which facts describe each person. Then use the facts to fill in the table below.

[illegible]



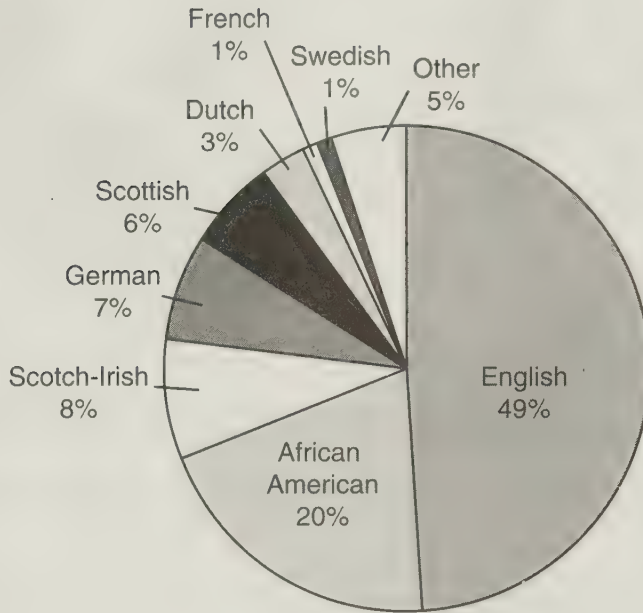


## CHART AND GRAPH SKILLS

# Use a Circle Graph

**Directions** Use the circle graph to help you answer the questions below.

**Population of the 13 Colonies, 1750**



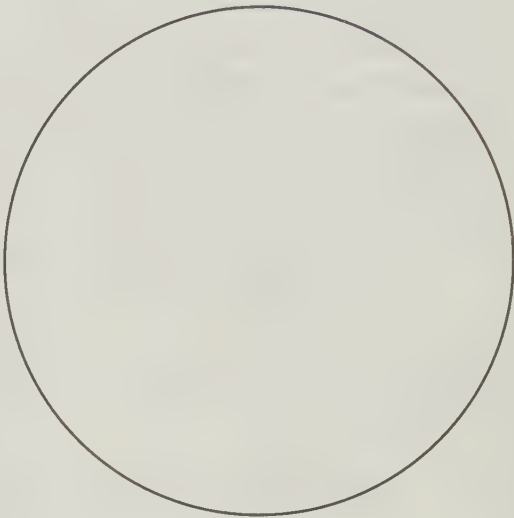
- 1 What was the largest ethnic group in the 13 colonies in 1750?  
\_\_\_\_\_
- 2 What were the smallest ethnic groups? \_\_\_\_\_
- 3 Which group was larger, German or Scottish? \_\_\_\_\_
- 4 What percent of the population was African American? \_\_\_\_\_
- 5 What was the combined percent of African American and English people?  
\_\_\_\_\_
- 6 What was the combined percent of all non-English people?  
\_\_\_\_\_

(continued)

**Directions** Use the table to help you complete the activities.

In addition to Quaker meetinghouses, there were many kinds of churches in Pennsylvania. Use the information in the table to make a circle graph of the kinds of churches in Pennsylvania other than Quaker meetinghouses.

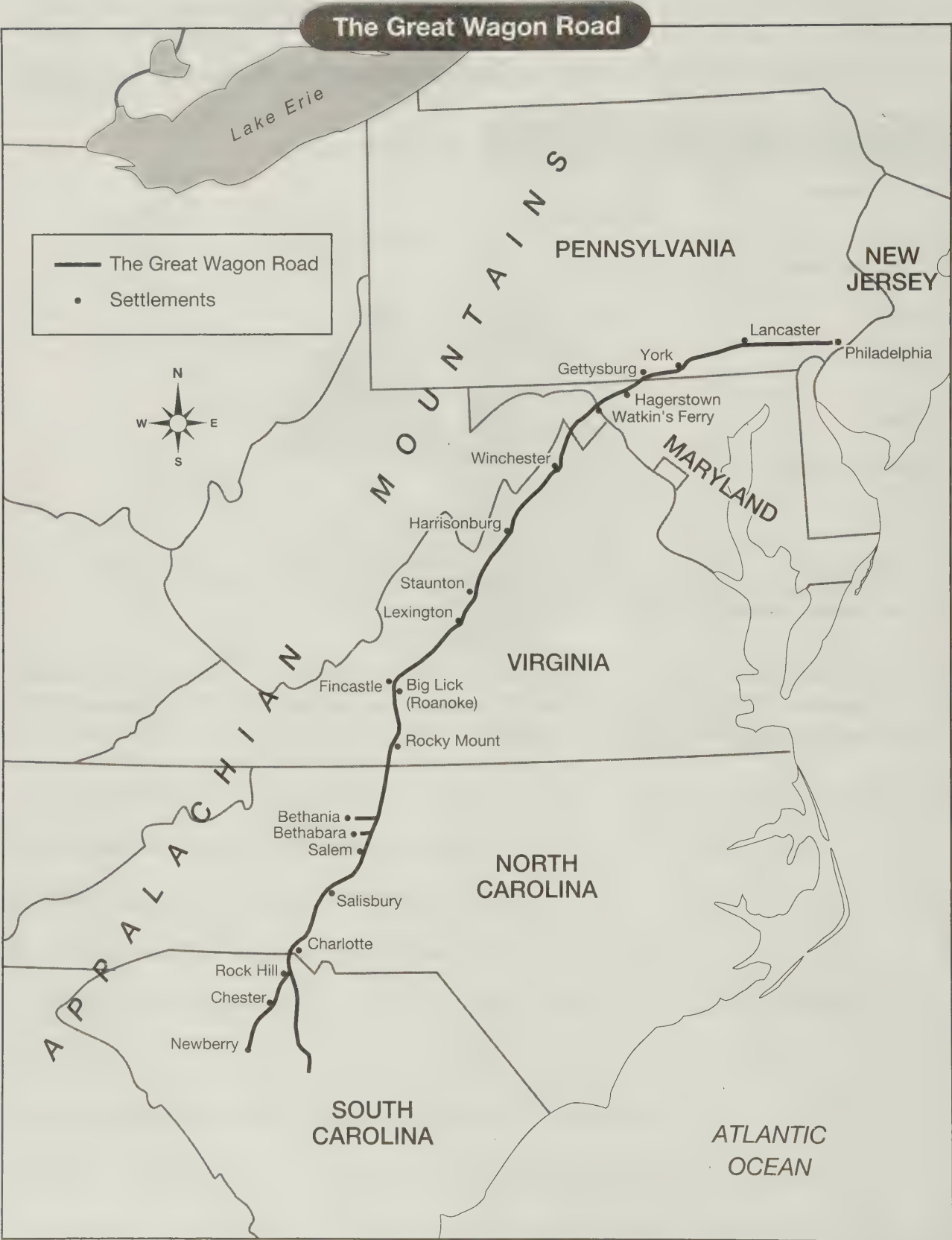
| Pennsylvania Churches* in 1750 |                       |
|--------------------------------|-----------------------|
| Church                         | Percent of Population |
| Dutch Reformed                 | 32%                   |
| Lutheran                       | 28%                   |
| Baptist                        | 15%                   |
| Anglican                       | 10%                   |
| German Reformed                | 6%                    |
| Catholic                       | 6%                    |
| Congregationalist              | 3%                    |



\*Quaker meetinghouses not included

Use the information from the circle graph you have made to write a paragraph about church memberships in Pennsylvania. Be sure to discuss why you think Pennsylvania had so many different kinds of churches.

# Moving West



(continued)



**Directions** Read the paragraph below and use the map on the previous page to label the sentences. If the sentence is true, write **T** in the blank provided. If it is false, write **F**.

### Traveling on the Great Wagon Road

The Great Wagon Road extended from Pennsylvania to South Carolina. Travel along the hilly route was difficult, and journeys lasted at least two months. Even the fastest wagon traveled only five miles a day. Often people crossed rivers by wading through them while guiding their wagons or carrying supplies. Although the weather was harsh, people frequently made the trip in winter because it was easier to travel on the frozen roads. Each year the Great Wagon Road stretched farther south, so that by 1775 it was close to 600 miles long. In the decade before the American Revolution, tens of thousands of settlers journeyed down the road in search of new opportunities. During this time, the Great Wagon Road was the most heavily traveled road in the colonies.

- 1 \_\_\_\_\_ Settlements along the Great Wagon Road included York, Harrisonburg, Salisbury, and New York City.
- 2 \_\_\_\_\_ Salisbury is located on the east side of the Great Wagon Road in North Carolina.
- 3 \_\_\_\_\_ People frequently journeyed along the Great Wagon Road in the winter because it was easier to travel on the frozen roads.
- 4 \_\_\_\_\_ The Great Wagon Road ran through parts of five different colonies.
- 5 \_\_\_\_\_ The fastest wagons journeying on the Great Wagon Road traveled 25 miles a day.
- 6 Compare and contrast travel on American highways today with travel along the Great Wagon Road in the mid-1700s. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Chapter Review

**Directions** Complete this graphic organizer by using information you have learned from the chapter to make inferences about the Middle Atlantic Colonies and the backcountry.

## Breadbasket Colonies

| WHAT YOU HAVE READ                                                             |                                                                                   | WHAT YOU KNOW           |
|--------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-------------------------|
| The Middle Atlantic Colonies attracted people from many different backgrounds. |  | <hr/> <hr/> <hr/> <hr/> |
| <hr/> <hr/> <hr/>                                                              |                                                                                   |                         |

## Moving West

| WHAT YOU HAVE READ                                             |                                                                                     | WHAT YOU KNOW           |
|----------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------|
| Colonists who settled land farther west faced many challenges. |  | <hr/> <hr/> <hr/> <hr/> |
| <hr/> <hr/> <hr/>                                              |                                                                                     |                         |

## 6

## Test Preparation

**Directions** Read each question and choose the best answer. Then fill in the circle for the answer you have chosen. Be sure to fill in the circle completely.

- 1 Farmers depended on \_\_\_\_\_ as places to trade their surplus farm produce.
  - (A) crops
  - (B) agriculture
  - (C) market towns
  - (D) meetinghouses
- 2 Philadelphia's location near good land and \_\_\_\_\_ was one reason it became Pennsylvania's main port.
  - (F) waterways
  - (G) wagon roads
  - (H) oceans
  - (J) fertile soil
- 3 The English and the \_\_\_\_\_ who came with William Penn were the largest groups of immigrants in Philadelphia.
  - (A) Puritans
  - (B) Catholics
  - (C) Quakers
  - (D) Shakers
- 4 The land between the Coastal Plain and the Appalachian Mountains is called the—
  - (F) farmland.
  - (G) backcountry.
  - (H) city.
  - (J) Fall Line.
- 5 Backcountry family members all had to do jobs or chores, such as—
  - (A) chopping wood.
  - (B) hunting.
  - (C) candle making.
  - (D) all of the above.



# Settlement of the South

**Directions** Use the Word Bank to provide the missing information in the chart.

|                               |                     |
|-------------------------------|---------------------|
| to make money from cash crops | Catholic landowners |
| the Lords Proprietors         | James Oglethorpe    |
| to give debtors a new start   | French Huguenots    |
| divided into two colonies     | freedom to worship  |
| 1633                          | English             |

| Settling the Southern Colonies |                                                                                                                                      |                         |                                           |
|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|-------------------------|-------------------------------------------|
| Where                          | Who                                                                                                                                  | Why                     | When                                      |
| Maryland                       | Founders: the Calverts,<br>_____                                                                                                     | _____<br>_____          | _____                                     |
|                                | First proprietor: Cecilius Calvert<br>First governor: Leonard Calvert                                                                |                         |                                           |
| Carolina                       | First proprietors:<br>_____<br>(8 English nobles)<br>First colonists: English settlers,<br>settlers from the Caribbean, and<br>_____ | _____<br>_____<br>_____ | 1663<br><br>1712: _____<br>_____<br>_____ |
|                                | First governor: William Drummond                                                                                                     |                         |                                           |
| Georgia                        | First proprietors:<br>_____<br>and 19 partners<br>First colonists: _____                                                             | _____<br>_____<br>_____ | 1733                                      |

(continued)

**Directions** Use the chart on the preceding page to help you write answers to the questions.

1 Which colony wanted to help debtors? \_\_\_\_\_

2 What happened in Carolina in 1712? \_\_\_\_\_

3 Who were the Calverts? What colony did they found? \_\_\_\_\_

4 What freedom did the colonists of Maryland want? \_\_\_\_\_

5 Who were the Lords Proprietors, and what was their role in the colony? \_\_\_\_\_

6 From what country were the Huguenots? \_\_\_\_\_

7 What colony grew cash crops? Why do you think cash crops were important to the colonists? \_\_\_\_\_



## READING SKILLS

## Tell Fact From Opinion

**Directions** Read the paragraph below. Use the information in the paragraph to identify each statement as Fact or Opinion. In the blanks, write *F* if the statement is a fact and write *O* if the statement is an opinion.

## James Oglethorpe

While a lawmaker in England, James Oglethorpe heard that a good friend had been sent to prison for not paying his debts. Oglethorpe hurried to the prison but arrived too late. His friend had died of smallpox. In memory of this friend, Oglethorpe decided to help debtors. One way he did this was by bringing debtors to the new colony of Georgia. Oglethorpe offered each settler a 50-acre bonus for every debtor that the settler brought along to help with the work of starting a colony. There the debtors could work for the settlers and pay back the money they owed. Oglethorpe hoped that debtors would work hard if they were given a second chance.

- 1 \_\_\_\_\_ James Oglethorpe was a lawmaker in England.
- 2 \_\_\_\_\_ A good friend of Oglethorpe's was in prison.
- 3 \_\_\_\_\_ Oglethorpe did not arrive in time to help his friend.
- 4 \_\_\_\_\_ Smallpox is the worst of all diseases.
- 5 \_\_\_\_\_ Oglethorpe decided to help debtors.
- 6 \_\_\_\_\_ Oglethorpe's idea to help debtors was a good one.
- 7 \_\_\_\_\_ Hard work would benefit the debtors.
- 8 \_\_\_\_\_ Debtors came to the Georgia Colony.
- 9 \_\_\_\_\_ Oglethorpe was a good man.



# Southern Plantations

**Directions** Read the sentences below and decide whether the information applies to slaves or indentured servants. Circle the letter under the appropriate column. Then write that letter in the appropriate blank below.

| Plantation Workers                                                                | Slaves | Indentured Servants |
|-----------------------------------------------------------------------------------|--------|---------------------|
| 1 Sent by the English courts to work in the colonies to pay for their crimes      | S      | W                   |
| 2 Kidnapped and sold in the colonies                                              | E      | M                   |
| 3 Came willingly to the English colonies                                          | O      | D                   |
| 4 Sold like property at auctions                                                  | R      | U                   |
| 5 Were given their freedom after a certain length of time                         | H      | A                   |
| 6 Were punished by overseers if they did not work hard                            | T      | C                   |
| 7 Had little money to travel, so they went with others and worked off their debts | N      | T                   |
| 8 Two kinds of these workers existed: field and house                             | E      | P                   |
| 9 Were forbidden by law to learn how to read and write                            | I      | J                   |

Where were the earliest plantations usually built?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

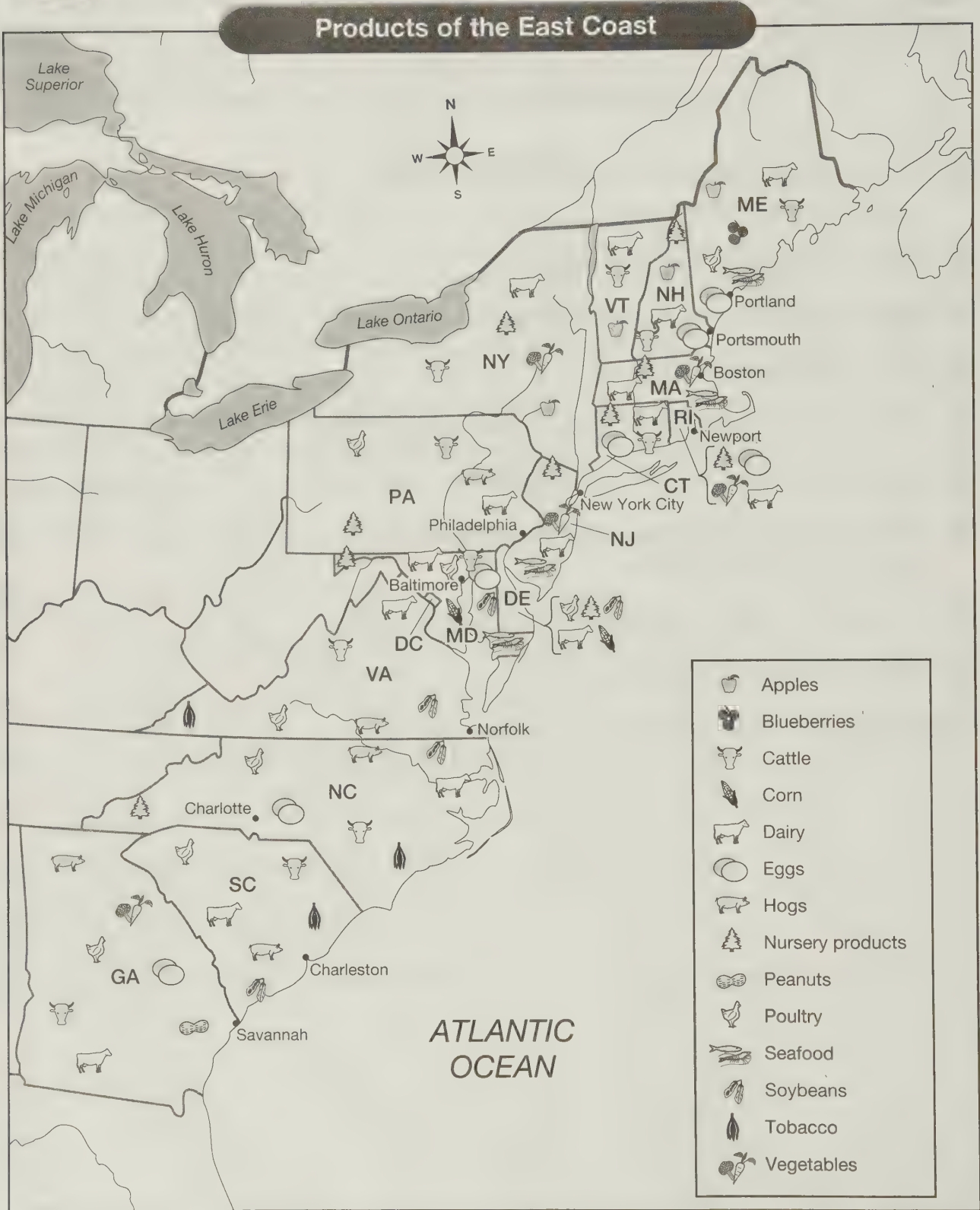
\_\_\_\_\_

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MAP AND GLOBE SKILLS

Read a Resource and Product Map



(continued)

**Directions** Use the map on page 68 to help you answer the questions.

- 1 What product is produced in every state? \_\_\_\_\_
- 2 Where on the East Coast will you find tobacco grown? \_\_\_\_\_  
\_\_\_\_\_
- 3 In which state are blueberries grown? \_\_\_\_\_
- 4 Where on the East Coast will you find apples grown? \_\_\_\_\_  
\_\_\_\_\_
- 5 Where are soybeans grown? \_\_\_\_\_  
\_\_\_\_\_
- 6 Which two states grow exactly the same kinds of products?  
\_\_\_\_\_  
\_\_\_\_\_
- 7 In which state are peanuts grown? \_\_\_\_\_
- 8 What products are produced in South Carolina that are not produced in Maine?  
\_\_\_\_\_

Use the map to explain what opportunities there might be for a person looking for a job in the southern states.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# Southern Cities

**Directions** Fill in each blank with the correct word.

- 1 Some workers specialized as fishers, tailors, printers, or \_\_\_\_\_.
- 2 A young person often learned a trade by becoming an \_\_\_\_\_.
- 3 \_\_\_\_\_ and \_\_\_\_\_ had the most power in Charles Town society.
- 4 What was one reason wealthy planters lived in Charles Town during the summer months? \_\_\_\_\_  
\_\_\_\_\_
- 5 What did colonists find when they moved north along the Atlantic coast in search of fertile soil for plantations? What did they do with their find?  
\_\_\_\_\_
- 6 Some of Wilmington's earliest immigrants came from \_\_\_\_\_  
\_\_\_\_\_.
- 7 The Georgia Colony's chief port was the coastal town of \_\_\_\_\_.
- 8 What were the three products that caused Norfolk, Virginia, to grow quickly?  
\_\_\_\_\_
- 9 In Baltimore the \_\_\_\_\_ River flows into the \_\_\_\_\_ Bay.
- 10 What was the reason for Baltimore's successful shipyards?  
\_\_\_\_\_

# The Southern Colonies

**Directions** Complete this graphic organizer by using facts you have learned from the chapter to make generalizations about the Southern Colonies.

## 1. Settlement of the South

| FACTS                                                            |  |  |  | GENERALIZATION |
|------------------------------------------------------------------|--|--|--|----------------|
| By 1700 Virginia is the largest English colony in North America. |  |  |  | →              |
|                                                                  |  |  |  |                |
|                                                                  |  |  |  |                |
|                                                                  |  |  |  |                |
|                                                                  |  |  |  |                |

## 2. Southern Plantations

| FACTS                     |  |  |  | GENERALIZATION |
|---------------------------|--|--|--|----------------|
| Planters grow cash crops. |  |  |  | →              |
|                           |  |  |  |                |
|                           |  |  |  |                |
|                           |  |  |  |                |
|                           |  |  |  |                |

## 3. Southern Cities

| FACTS                                                                 |  |  |  | GENERALIZATION |
|-----------------------------------------------------------------------|--|--|--|----------------|
| In 20 years Charles Town's population grows from 300 to 6,000 people. |  |  |  | →              |
|                                                                       |  |  |  |                |
|                                                                       |  |  |  |                |
|                                                                       |  |  |  |                |
|                                                                       |  |  |  |                |

# 7

## Test Preparation

**Directions** Read each question and choose the best answer. Then fill in the circle for the answer you have chosen. Be sure to fill in the circle completely.

- 1 The Calverts wanted to build a colony in North America to make money and provide a refuge for \_\_\_\_\_.  
(A) Puritans  
(B) Catholics  
(C) colonists  
(D) debtors
- 2 In the Carolina Colony, the Lords Proprietors wrote a \_\_\_\_\_, which was a written plan of government.  
(F) charter  
(G) action plan  
(H) ratification  
(J) constitution
- 3 By the mid-1700s \_\_\_\_\_, Virginia, was one of the most important cities in the 13 colonies.  
(A) Williamsburg  
(B) Savannah  
(C) Baltimore  
(D) Charles Town
- 4 \_\_\_\_\_ owners became important leaders in the 13 colonies.  
(F) Ship  
(G) Sawmill  
(H) Plantation  
(J) Land
- 5 Unlike \_\_\_\_\_, indentured servants were not taken against their will and were given their freedom after a certain length of time.  
(A) overseers  
(B) slaves  
(C) debtors  
(D) masters



# The French and Indian War Begins

**Directions** Read the passage below and complete the activities that follow.

## General Braddock's Defeat

General Edward Braddock was appointed the commander of all British forces in the French and Indian War. His first goal was to capture Fort Duquesne, the French stronghold. In April 1755 he led more than 1,800 British and colonial troops westward across the mountains. The trip was long and difficult for the soldiers as they moved the large wagons and artillery across the rough trails.

Meanwhile, the French had learned of the British advance and were waiting. About 8 miles from Fort Duquesne, the French and their Native American allies attacked the British from behind trees and boulders. The British were trained to fight in open fields and had never fought an enemy this way. After the battle, almost two-thirds of the British troops were dead or wounded, including General Braddock. He died four days later.

**Directions** For numbers 1–5, write **T** next to the statements that are true and **F** next to the statements that are false.

- 1 \_\_\_\_\_ General Braddock was the commander of all British forces in the Revolutionary War.
- 2 \_\_\_\_\_ Braddock's army had a difficult journey to Fort Duquesne.
- 3 \_\_\_\_\_ The French were aware that Braddock's army was approaching.
- 4 \_\_\_\_\_ The British were trained to fight in wooded areas.
- 5 \_\_\_\_\_ General Braddock died immediately after being wounded on the battlefield.

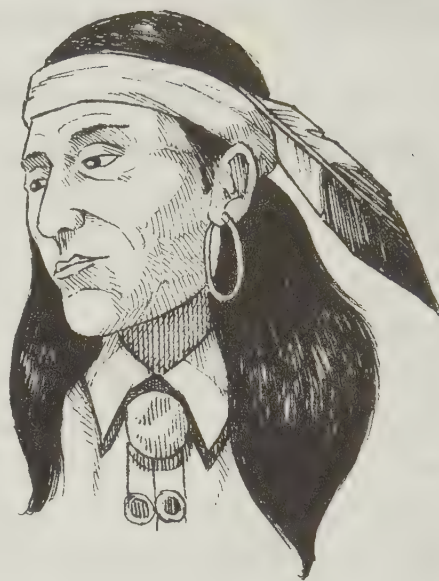
**Directions** For numbers 6–10, write **F** if the statement is a fact or **O** if the statement is an opinion.

- 6 \_\_\_\_\_ The French were excellent fighters.
- 7 \_\_\_\_\_ The Native Americans were allies of the French.
- 8 \_\_\_\_\_ General Braddock was nervous about the journey to Fort Duquesne.
- 9 \_\_\_\_\_ Moving large artillery was difficult.
- 10 \_\_\_\_\_ Braddock's army consisted of British and colonial troops.

# Britain Wins North America

**Directions** Number the sentences below in the order in which each event occurred.

- \_\_\_\_\_ To make up for Spain's losses in the war, France gave Spain most of Louisiana and part of what is now Florida.
- \_\_\_\_\_ Native Americans did not welcome the British colonists who wanted to settle in the Ohio Valley after the Treaty of Paris was signed.
- \_\_\_\_\_ The British captured three forts: Fort Duquesne, Louisbourg, and Frontenac.
- \_\_\_\_\_ The French and Indian War ended with the Treaty of Paris, giving Britain control of lands in present-day Canada and the area between the Appalachian Mountains and the Mississippi River.
- \_\_\_\_\_ Many Native American fighters signed peace treaties with the British.
- \_\_\_\_\_ French forces were defeated by General James Wolfe's British troops on the Plains of Abraham, near Quebec.
- \_\_\_\_\_ The French gave up after the British captured Montreal.
- \_\_\_\_\_ The British captured forts at Crown Point, Niagara, and Ticonderoga.
- \_\_\_\_\_ Chief Pontiac united with other Native American tribes and attacked British forts.
- \_\_\_\_\_ King George III issued the Proclamation of 1763, which prevented British colonists from buying, hunting on, or exploring land west of the Appalachian Mountains.



*(continued)*

**Directions** Write your answer to each question.

1 Why did King George III order the Proclamation of 1763?

---

---

---

2 What effects did the proclamation have on the life of the British colonists?

---

---

---

3 How did the American colonists feel about the proclamation? Why did they feel this way? \_\_\_\_\_

---

---

4 According to the British colonists, how did the Proclamation of 1763 conflict with the English Bill of Rights? \_\_\_\_\_

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5 Did the proclamation stop colonists from settling west of the Appalachians? Explain. \_\_\_\_\_

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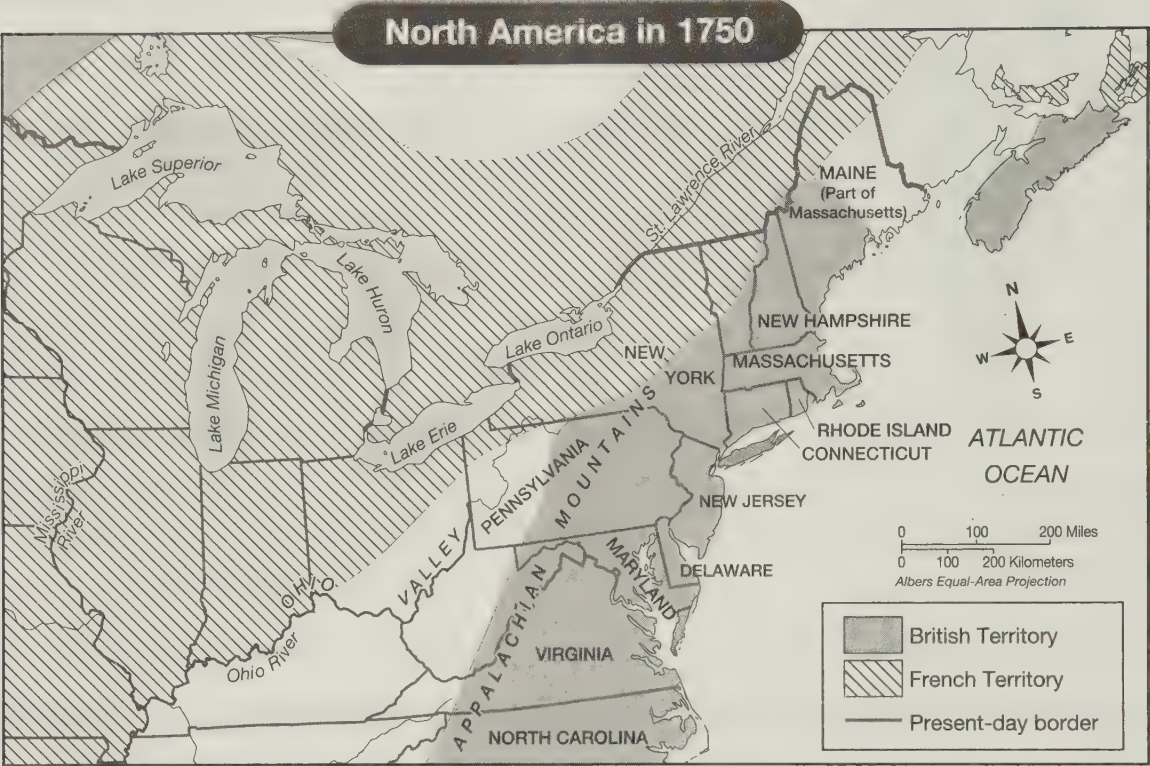




MAP AND GLOBE SKILLS

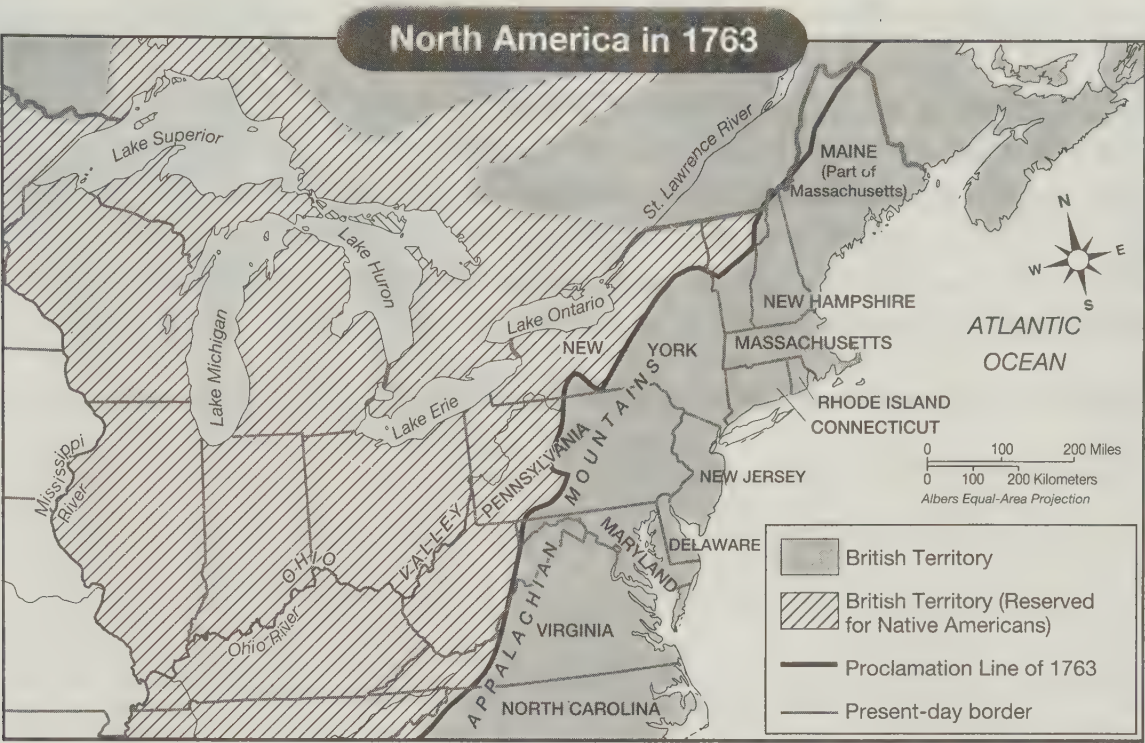
Compare Historical Maps

**Directions** Use the maps to answer the questions on both pages.



- 1 What pattern is used to show land originally claimed by the British and then given to the Native Americans? \_\_\_\_\_
- 2 According to the map, was any land claimed by the French in North America in 1763? \_\_\_\_\_
- 3 What land areas once claimed by the French were later claimed by the British? \_\_\_\_\_
- 4 Before the French and Indian War, who occupied the territory along the St. Lawrence River? \_\_\_\_\_
- 5 Before 1763, who claimed most of the land north of the Ohio River? \_\_\_\_\_

(continued)



- 6

Who claimed the region of present-day Kentucky after the French and Indian War? \_\_\_\_\_
- 7

When did the British claim the regions bordering the Atlantic Ocean, such as Massachusetts, Connecticut, and Rhode Island? \_\_\_\_\_
- 8

Imagine that you are an explorer living in 1750. Write a description of the following journey: You start in what is now Maine and travel to the New York Colony, then to the region now known as Michigan, and then to the Ohio Valley region. How did you travel? Who claimed the land in which you traveled? What direction did you take? What kind of people did you encounter?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_
- Use after reading Chapter 8, Skill Lesson, pages 278–279.

Activity Book ■ 77

# Colonists Speak Out

**Directions** Imagine that you are a colonist living in the Massachusetts Colony in the 1760s and you are being interviewed by a newspaper reporter. Write answers to the interview questions. Be sure to answer the questions from a colonist's point of view.



- 1 Many people like you are angry about the Sugar Act. What is the Sugar Act, and why has it angered you? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
- 2 Soon after the Sugar Act, the Stamp Act was enacted. How is the Stamp Act similar to the Sugar Act? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
- 3 What can you do to show you are against taxation without representation? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
- 4 Why are there so many British soldiers in Massachusetts and the other colonies? How do you feel about the soldiers being here? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_





## CITIZENSHIP SKILLS

# Determine Point of View



**Directions** Read each statement and then decide whose point of view the statement represents. Write either “Colonist” or “British leader” in the blank space before the sentence. In the second blank space, explain why each person might hold this point of view.

- 1 \_\_\_\_\_ We need money to help pay the cost of the French and Indian War.  
\_\_\_\_\_  
\_\_\_\_\_
- 2 \_\_\_\_\_ The Sugar Act is unjust. We had no representation when this law was decided.  
\_\_\_\_\_  
\_\_\_\_\_
- 3 \_\_\_\_\_ Patrick Henry has committed treason. He is working against his government.  
\_\_\_\_\_  
\_\_\_\_\_
- 4 \_\_\_\_\_ We need to work together instead of acting separately. We should talk with other colonial leaders to discuss what to do about the Stamp Act.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 5 \_\_\_\_\_ We do not want “lobsters” and “redcoats” in our cities!  
\_\_\_\_\_  
\_\_\_\_\_

# The Road to War

**Directions** Use the Word Bank to complete each sentence.

|                  |                 |
|------------------|-----------------|
| Lexington        | quarter         |
| Samuel Adams     | monopoly        |
| Minutemen        | Sons of Liberty |
| petition         | Paul Revere     |
| Intolerable Acts | blockade        |



- 1 Parliament wanted to give the East India Company a \_\_\_\_\_ on tea.
- 2 \_\_\_\_\_ believed in the use of violence only when all else failed.
- 3 A group of men called the \_\_\_\_\_ boarded ships and dumped tea into the harbor.
- 4 To keep ships from entering or leaving Boston Harbor, Parliament ordered a \_\_\_\_\_.
- 5 Colonists were punished by having to \_\_\_\_\_ British soldiers.
- 6 The colonists called Parliament's new laws the \_\_\_\_\_.
- 7 The First Continental Congress sent Parliament a \_\_\_\_\_, which stated that colonists had a right to "life, liberty, and property."
- 8 Colonists in Massachusetts organized a militia made up of \_\_\_\_\_.
- 9 When he learned the British were coming, \_\_\_\_\_ rode to Lexington to warn fellow colonists.
- 10 The fighting at \_\_\_\_\_ and Concord marked the beginning of the Revolutionary War.

# The Second Continental Congress

**Directions** Imagine that you are a member of the Second Continental Congress. Write a letter to King George III explaining why you believe the colonies in North America should be allowed to peacefully separate from Britain.

Think about these questions as you write your letter:

## What was John Dickinson's point of view on war?

How many people died in the battle at Breed's Hill?

## How might a petition help?

Who, other than the British and colonists, might be affected by war?

This image shows a single sheet of white, lined notebook paper. It features horizontal ruling lines spaced evenly down its length. On the left margin, there are two circular punch holes, one near the top and one near the bottom, indicating it was designed to be part of a binder or folder. The paper is otherwise blank, with no handwriting or other markings.

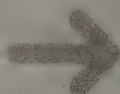


# Events Unite the Colonies

**Directions** Complete this graphic organizer to show that you understand the causes and effects of some of the key events that helped unite the colonies.

**Cause****Effect**

The British Parliament needs extra money to pay for the French and Indian War.



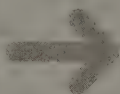
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_



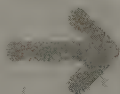
The Boston Tea Party takes place in Boston Harbor in December 1773.

The British Parliament passes the Intolerable Acts to punish the colonists.



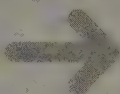
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_



The Second Continental Congress is held in Philadelphia in May 1775.

The Battle of Bunker Hill takes place near Boston on June 17, 1775.



\_\_\_\_\_  
\_\_\_\_\_

# 8

## Test Preparation

**Directions** Read each question and choose the best answer. Then fill in the circle for the answer you have chosen. Be sure to fill in the circle completely.

- 1 The French and Indian War began because both France and Britain believed they owned the area known as—

  - (A) Pennsylvania.
  - (B) the Appalachians.
  - (C) the Ohio Valley.
  - (D) New France.
- 2 Chief Pontiac's rebellion began because he—

  - (F) believed he owned the Ohio Valley region.
  - (G) wanted to stop the loss of Indian hunting lands.
  - (H) had formed an alliance with France.
  - (J) wanted to rule British forts.
- 3 Why were colonists angered by the tax laws passed by the British Parliament?

  - (A) They believed they should have a voice in deciding such laws.
  - (B) They were too poor to pay the taxes.
  - (C) They thought the taxes were unfair.
  - (D) They believed they shouldn't have to pay any taxes.
- 4 Which of the following was an Intolerable Act?

  - (F) preventing the Massachusetts legislature from making laws
  - (G) banning any town meetings not authorized by the governor
  - (H) forcing colonists to quarter British soldiers
  - (J) all of the above
- 5 The first united colonial army was called—

  - (A) the Continental Army.
  - (B) the Hessian Army.
  - (C) the Mercenary Army.
  - (D) the Loyalist Army.

# Independence Is Declared

**Directions** Use words and phrases from the Word Bank to complete each sentence below.

public opinion

Preamble

resolution

allegiance

independence

grievances

- 1 The point of view held by most people is called public opinion.
- 2 The colonists wanted independence, the freedom to govern themselves.
- 3 Another word for loyalty is allegiance.
- 4 Richard Henry Lee wrote a formal statement, known as a resolution, describing the feelings of the colonists.
- 5 The first part of the Declaration of Independence is called the preamble.
- 6 The complaints, or grievances, against the British king and Parliament were part of the Declaration of Independence.

100

(continued)



**Directions** Match each person with the correct description. Write the letter of the correct person on the blank provided. Some letters may be used more than once.

| Description                                                                                                       | Name                |
|-------------------------------------------------------------------------------------------------------------------|---------------------|
| 7 _____ first to sign the Declaration of Independence                                                             | A. John Dickinson   |
| 8 _____ wrote the Declaration of Independence                                                                     | B. John Adams       |
| 9 _____ wrote a letter to his wife Abigail describing the first public reading of the Declaration of Independence | C. John Nixon       |
| 10 _____ published <i>Common Sense</i> in January, 1776                                                           | D. John Hancock     |
| 11 _____ helped write the Articles of Confederation                                                               | E. Thomas Paine     |
| 12 _____ read the Declaration of Independence to the Second Continental Congress                                  | F. Thomas Jefferson |
| 13 _____ wrote <i>A Summary View of the Rights of British America</i>                                             |                     |
| 14 _____ called for a revolution before the Declaration of Independence was written                               |                     |

# Americans and the Revolution

**Directions** Read the passage below. When you have finished, write a paragraph trying to persuade someone to choose a different position in the Revolutionary War. For example, you may try to persuade a Loyalist to become a Patriot.

As the Revolutionary War began, most colonists held one of four opinions. Those who supported the British king and Parliament were called **Loyalists**. They wanted to work out the differences between the colonies and Britain. Those people who were **Patriots** wanted to break from Britain and form a new country. They believed they could establish a better government if they were independent.

Some people wanted to wait and see what would happen. They did not want to take either side. They were **neutral** about the matter of independence and willing to accept whatever happened. Some people, such as Quakers, were opposed to war for any reason. They were known as **pacifists**, or people who believe in settling disagreements peacefully.

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## CITIZENSHIP SKILLS

# Make a Decision

**Directions** The Revolutionary War has begun. How will you respond? Explain your decision, based on the questions below.

### Steps in Making a Decision

- 1 Know that you have to make a decision.

*You have the choice of fighting for the British or for the colonists.*

- 2 Gather information.

*What do you need to know before deciding?  
Where might you find the information you need?*

---



---

- 3 Identify your choices.

*There are at least two choices, as given above. Are there other choices you could make?*

---



---

- 4 Predict consequences, and weigh those consequences.

*List each of the choices with its consequences. If a consequence seems very important to you, put a star next to it.*

---



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- 5 Make a choice, and take action.

*What will you decide?*

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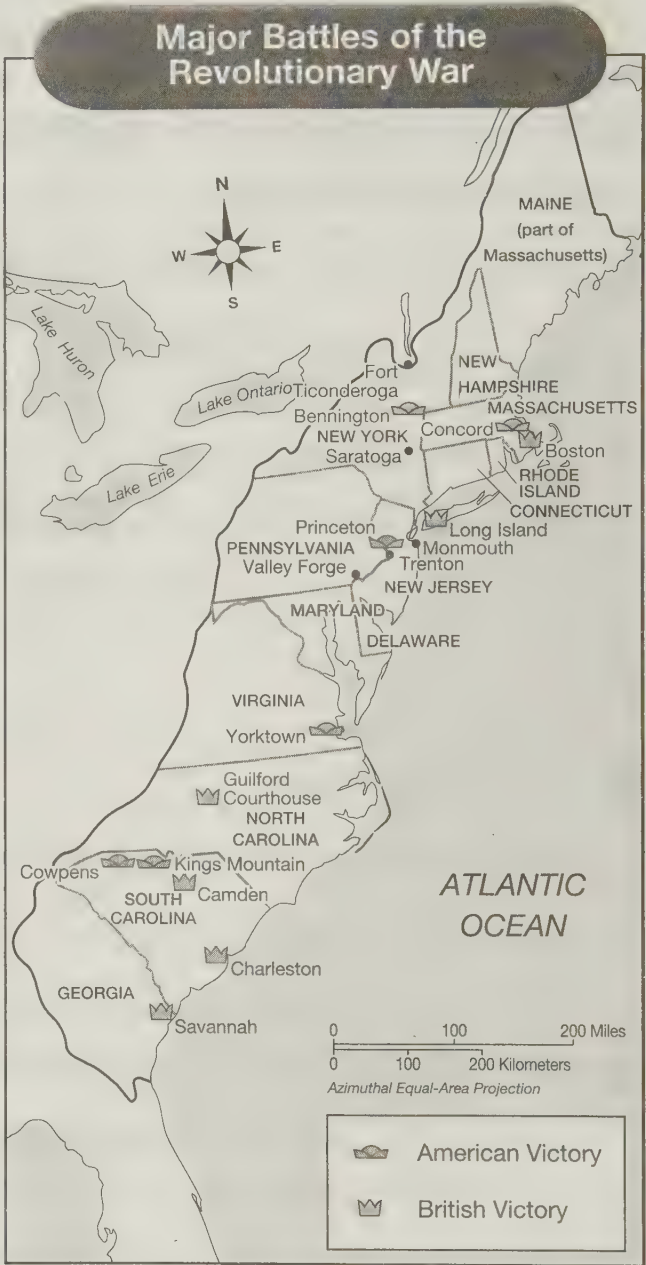




# Fighting the Revolutionary War

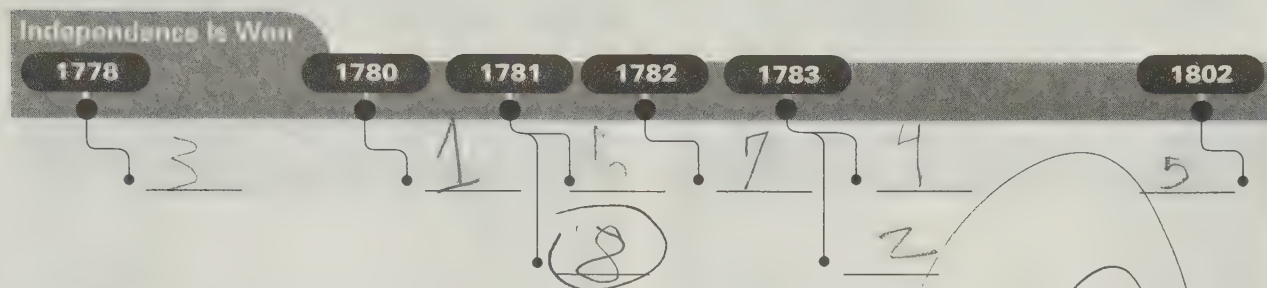
**Directions** Follow the instructions below. Write your answers on the map.

- 1 Draw a star next to the battle known as the turning point of the war.
- 2 Circle the place where Ethan Allen and the Green Mountain boys were victorious.
- 3 Draw a snowflake next to the place where Washington’s troops spent the winter of 1777.
- 4 Draw a pitcher at the battle where Mary Ludwig Hays McCauley brought water to the soldiers.
- 5 Draw a boat where Washington surprised Hessian mercenaries on Christmas Day, 1776.



# Independence Is Won

**Directions** Complete the time line using the choices listed below. Write the number of the event next to the correct marker on the time line.



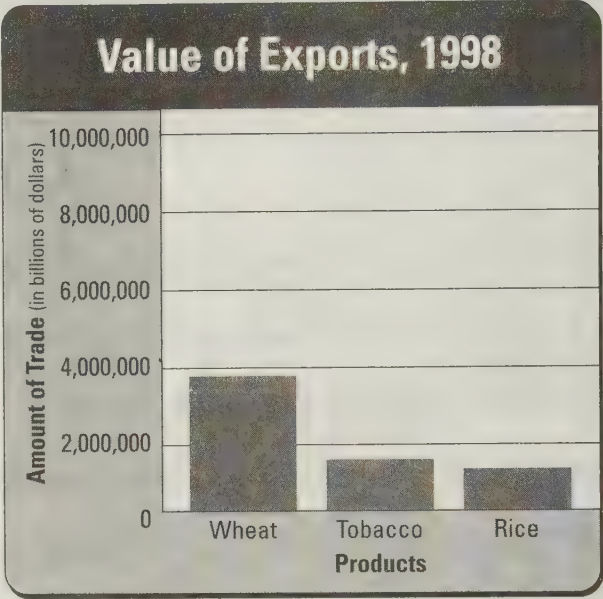
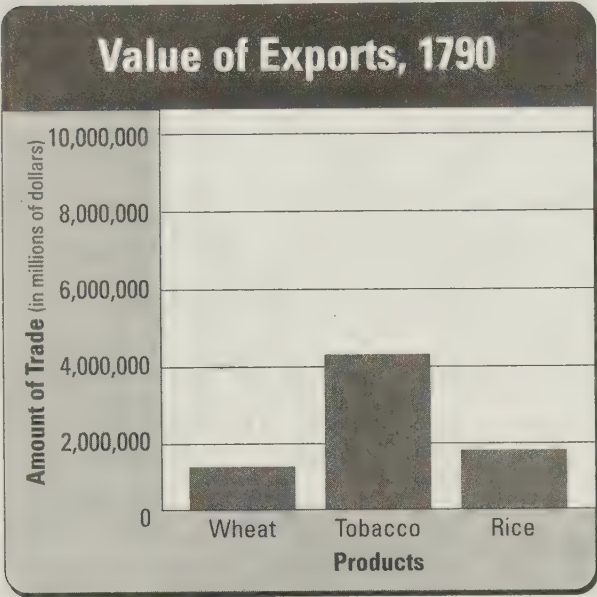
- 1 British capture Charleston, South Carolina
- 2 George Washington returns to Virginia
- 3 British capture Savannah, Georgia
- 4 Britain and the United States sign the Treaty of Paris
- 5 The United States Military Academy is founded at West Point
- 6 British surrender at Yorktown
- 7 Britain and the United States send representatives to Paris
- 8 The Continental Army wins the Battle of Cowpens



CHART AND GRAPH SKILLS

Compare Graphs

**Directions** Look at the information presented in the bar graphs below. Use the information to answer the questions that follow.



- 1

Compare the two graphs. How has the relative importance of each item’s dollar value changed? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 2

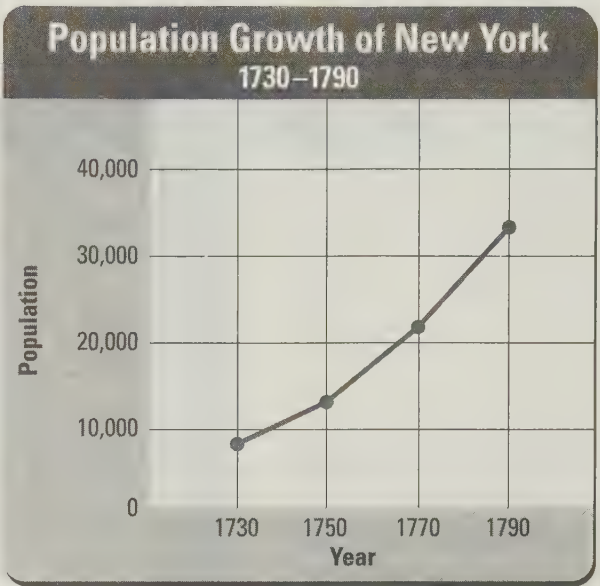
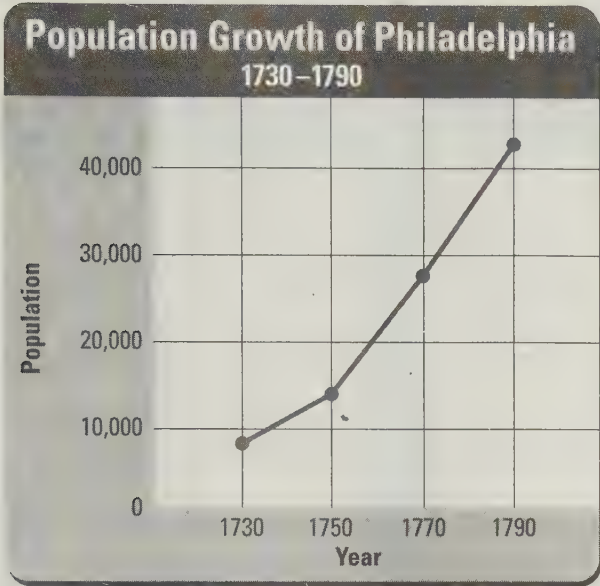
About how much more valuable were tobacco exports compared to wheat exports in 1790? \_\_\_\_\_
- 3

About how much more valuable were wheat exports compared to tobacco exports in 1998? \_\_\_\_\_  
\_\_\_\_\_

(continued)



**Directions** Look at the information presented in the line graphs below. Use the graphs to answer the questions that follow.



- 4 Which city grew faster from 1730 to 1790? \_\_\_\_\_
- 5 In what years were the two cities equal or nearly equal in population?  
\_\_\_\_\_
- 6 In 1770, about how many more people lived in Philadelphia than in New York?  
\_\_\_\_\_
- 7 By how many times did the population of Philadelphia grow over the 60 years the graph covers? \_\_\_\_\_
- 8 What was the growth in New York during the same time period?  
\_\_\_\_\_

# Independence Is Declared

**Directions** Complete this graphic organizer by filling in the events that led to the colonies declaring independence.

| FIRST                                                                    | NEXT | LAST |
|--------------------------------------------------------------------------|------|------|
| Colonists in North America want independence for the 13 British Colonies |      |      |
|                                                                          |      |      |
|                                                                          |      |      |
|                                                                          |      |      |
|                                                                          |      |      |
|                                                                          |      |      |
|                                                                          |      |      |
|                                                                          |      |      |
|                                                                          |      |      |
|                                                                          |      |      |

# 9

## Test Preparation

**Directions** Read each question and choose the best answer. Then fill in the circle for the answer you have chosen. Be sure to fill in the circle completely.

- 1 Which of the following was **not** a reason American colonists wanted to break with Britain in 1776?
  - (A) taxes
  - (B) no representation
  - (C) religious freedom
  - (D) war had already begun
- 2 Who was the author of the Declaration of Independence?
  - (F) Thomas Paine
  - (G) John Adams
  - (H) Richard Henry Lee
  - (J) Thomas Jefferson
- 3 People who remained neutral in the war—
  - (A) sided with the colonists.
  - (B) took neither side.
  - (C) did not believe war was right.
  - (D) were loyal to Britain.
- 4 Which of the following countries did **not** send help to the colonies?
  - (F) Scotland
  - (G) France
  - (H) Poland
  - (J) Spain
- 5 General Cornwallis surrendered at the Battle of—
  - (A) Fort Ticonderoga.
  - (B) Saratoga.
  - (C) Charlestown.
  - (D) Yorktown.



# The Confederation Period

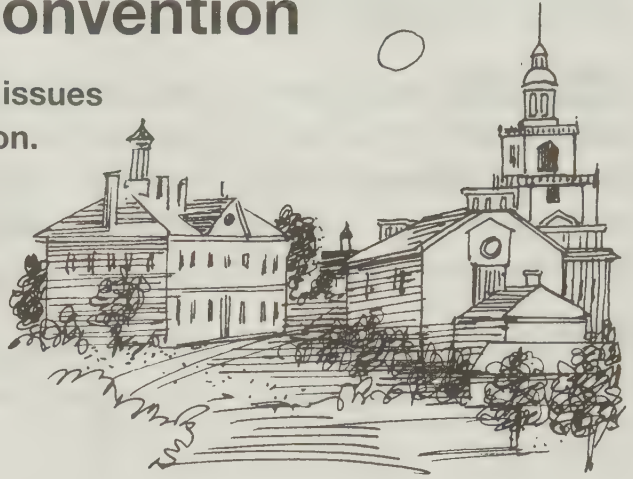
**Directions** Each statement below is false. For each sentence, cross out the wrong word. Then, in the blank at the end of the sentence, write the word that would make the sentence true.

- 1 After the war with Britain ended, Congress printed too much money, causing terrible rebellion. \_\_\_\_\_
- 2 A form of government in which people elect representatives to govern the country is called a dictatorship. \_\_\_\_\_
- 3 Decision making required representation from at least five states.  
\_\_\_\_\_
- 4 Shays's Rebellion started over army policy. \_\_\_\_\_
- 5 Shays's Rebellion took place in Virginia. \_\_\_\_\_
- 6 An arsenal is a place to store food. \_\_\_\_\_
- 7 A territory is land that belongs to the state government but is not represented in Congress. \_\_\_\_\_
- 8 Congress passed an arsenal, or set of laws, to measure the western lands.  
\_\_\_\_\_
- 9 The newly settled lands were called the Southeast Territory.  
\_\_\_\_\_
- 10 Townships were 8 miles on each side. \_\_\_\_\_
- 11 The new lands were to offer private schools to everyone.  
\_\_\_\_\_

# The Constitutional Convention

**Directions** Read the following list of issues debated at the Constitutional Convention.

Match the resolution of each one with the correct issue. Write the letter of the correct resolution on the blank provided.



1 \_\_\_\_\_ the relationship between the states and national government

2 \_\_\_\_\_ representation of each state in Congress

3 \_\_\_\_\_ the issue of enslaved African Americans

A. the Three-Fifths Compromise

B. a federal system of shared powers

C. a system of two houses of Congress

**Directions** Read each sentence below, and fill in the blank with the correct term. Use the words from the Word Bank.

George Read

George Washington

Roger Sherman

Rhode Island

Benjamin Franklin

4 All the states except \_\_\_\_\_ sent delegates to Philadelphia.

5 The oldest member of the convention was \_\_\_\_\_.

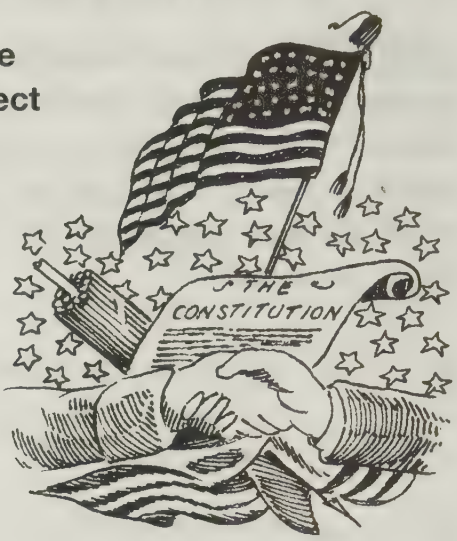
6 The delegates elected \_\_\_\_\_ president of the convention.

7 \_\_\_\_\_ believed that states should be done away with altogether.

8 The Connecticut Compromise was created by \_\_\_\_\_.

# The Three Branches of Government

**Directions** Read the list below of positions in the government. In the space provided, name the correct branch of government for each one. Then write a brief description of the qualifications and duties of the person holding that job.



1 President \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2 Supreme Court Justice \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3 Representative \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_





CHART AND GRAPH SKILLS

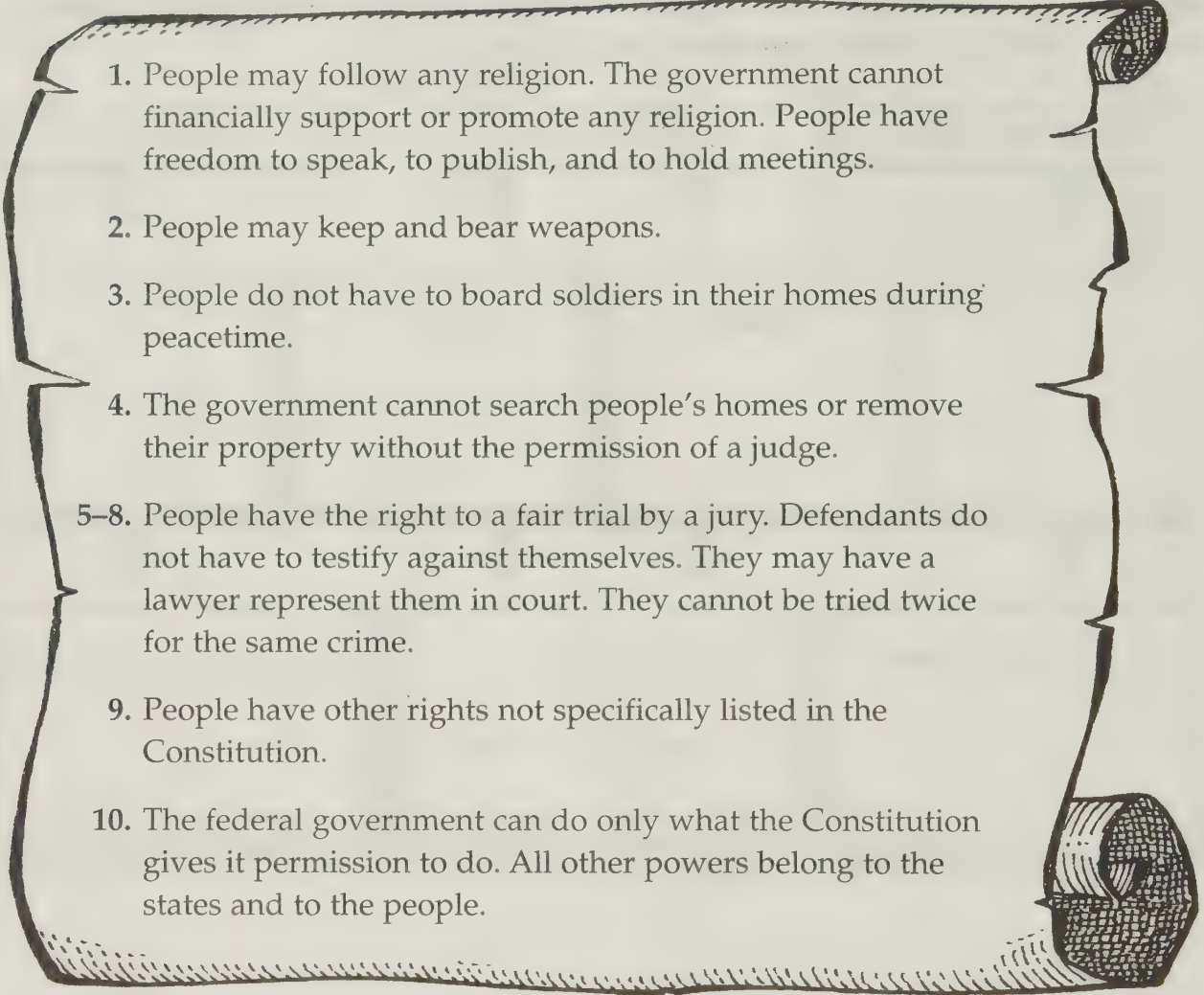
Read a Flow Chart

**Directions** Fill in the flow chart to show the jobs in each of the three branches of government. In the second row, describe the main task of each branch. Some examples have been filled in for you.

| EXECUTIVE   | LEGISLATIVE | JUDICIAL    |
|-------------|-------------|-------------|
| <div></div> | Senator     | <div></div> |
| <div></div> | <div></div> | <div></div> |

# Approval and the Bill of Rights

**Directions** Read the freedoms guaranteed by the Bill of Rights. Then read each statement that follows. If the statement is a fact, write *F* in the blank. If the statement is an opinion, write *O* in the blank.

- 
1. People may follow any religion. The government cannot financially support or promote any religion. People have freedom to speak, to publish, and to hold meetings.
  2. People may keep and bear weapons.
  3. People do not have to board soldiers in their homes during peacetime.
  4. The government cannot search people's homes or remove their property without the permission of a judge.
  - 5–8. People have the right to a fair trial by a jury. Defendants do not have to testify against themselves. They may have a lawyer represent them in court. They cannot be tried twice for the same crime.
  9. People have other rights not specifically listed in the Constitution.
  10. The federal government can do only what the Constitution gives it permission to do. All other powers belong to the states and to the people.

- 1 \_\_\_\_\_ It is not fair to have soldiers sleeping in your home at any time.
- 2 \_\_\_\_\_ People can hold public meetings to talk about their government.
- 3 \_\_\_\_\_ Newspapers should print only good news.
- 4 \_\_\_\_\_ The federal government has gotten too powerful.
- 5 \_\_\_\_\_ A person cannot be tried twice for the same crime.
- 6 \_\_\_\_\_ The individual states do not have enough power.
- 7 \_\_\_\_\_ People do not have to testify against themselves in court.



## CITIZENSHIP SKILLS

# Act as a Responsible Citizen

**Directions** Citizens have responsibilities as well as rights and privileges. Read each statement below the picture. Then suggest how a responsible citizen might handle the situation.



- 1 You notice that people are being careless about litter in your neighborhood.

---



---

- 2 Several dogs in your neighborhood are not on leashes.

---



---

- 3 Skateboarders in your neighborhood are practicing on sidewalks and in the street.

---



---

- 4 A local election is coming up.

---



---

- 5 A new law is coming up for discussion before being voted on. Some people disagree with the law.

---



---



# The New Government Begins

**Directions** The two major political parties of the late eighteenth century differed in several ways. Fill out the chart below to show how they were different. One example has been given.

# FEDERALIST

Believed in a strong central government

[illegible]

**REPUBLICAN**

Believed that the powers of the national government should be limited to those stated in the Constitution

[illegible]

# A New Form of Government

**Directions** Complete this graphic organizer by summarizing the facts about the writing and ratification of the United States Constitution.

TOPIC OR  
EVENT

The  
Constitutional  
Convention

→

IMPORTANT DETAILS

What?

Who?

Delegates from 12 of  
the 13 United States

Where?

How?

Why?

→

SUMMARY

# 10

## Test Preparation

**Directions** Read each question and choose the best answer. Then fill in the circle for the answer you have chosen. Be sure to fill in the circle completely.

- 1** \_\_\_\_\_ was one good reason for changing the weak national government set up by the Articles of Confederation.  
(A) The Northwest Ordinance  
(B) The way Congress moved around  
(C) Shays's Rebellion  
(D) The idea of James Madison
- 2** The Great Compromise established—  
(F) how enslaved African Americans would be counted.  
(G) who had the right to tax.  
(H) the balance between state and federal government.  
(J) how states would be represented in Congress.
- 3** A President who does not perform the duties of the office can be—  
(A) impeached by Congress.  
(B) forced to leave town.  
(C) tried before the Supreme Court.  
(D) sent to a foreign country.
- 4** The Bill of Rights was influenced by the—  
(F) Spanish constitution.  
(G) British Magna Carta.  
(H) Italian Bill of Rights.  
(J) French political practice.
- 5** George Washington set an example for future Presidents by—  
(A) riding a white horse.  
(B) placing his friends in government positions.  
(C) serving only two elected terms.  
(D) naming the person to be the next President.



# The Louisiana Purchase

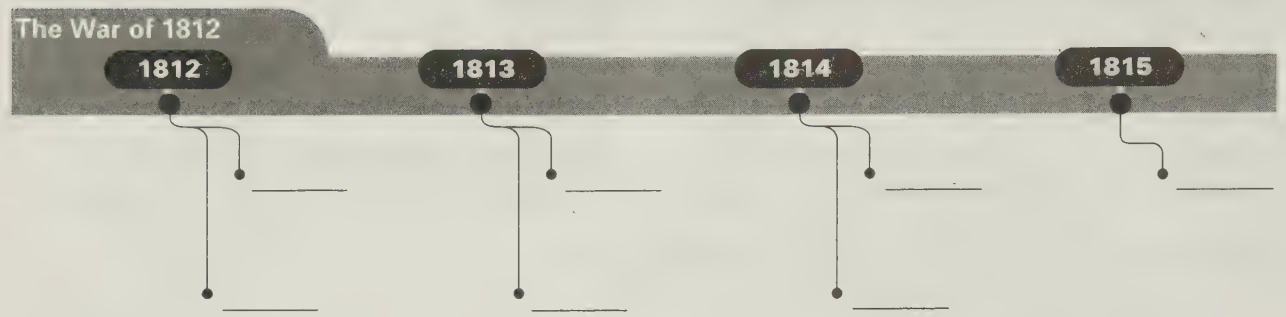
**Directions** Read each numbered item below. Fill in each blank with the name of the person or persons connected to the description. Use names from the Word Bank. You may use a name more than once.

|           |                  |                    |              |
|-----------|------------------|--------------------|--------------|
| Sacagawea | Thomas Jefferson | Meriwether Lewis   | Zebulon Pike |
| York      | William Clark    | Napoleon Bonaparte |              |

- 1 hoped to revive French power in North America  
\_\_\_\_\_
- 2 wanted the United States to have a port on the lower Mississippi River  
\_\_\_\_\_
- 3 needed money to fight a war \_\_\_\_\_
- 4 leaders of the Corps of Discovery \_\_\_\_\_  
\_\_\_\_\_
- 5 African American who helped the Corps of Discovery by hunting and fishing  
\_\_\_\_\_
- 6 helped the Corps of Discovery by guiding them through the land of the Shoshones \_\_\_\_\_
- 7 explored the southwestern portion of the Louisiana Purchase  
\_\_\_\_\_

# The War of 1812

**Directions** Look at the time line below. Match the events with the correct date on the time line. Place the letter of the correct event in the blank provided.



- A. Battle of Lake Erie
- B. United States declares war against Britain
- C. Battle of New Orleans
- D. British burn Washington, D.C.
- E. Francis Scott Key writes "The Defense of Fort McHenry"
- F. The warship *Constitution* defeats the British ship *Guerrière*.
- G. Battle of the Thames

(continued)

**Directions** Answer the questions below.



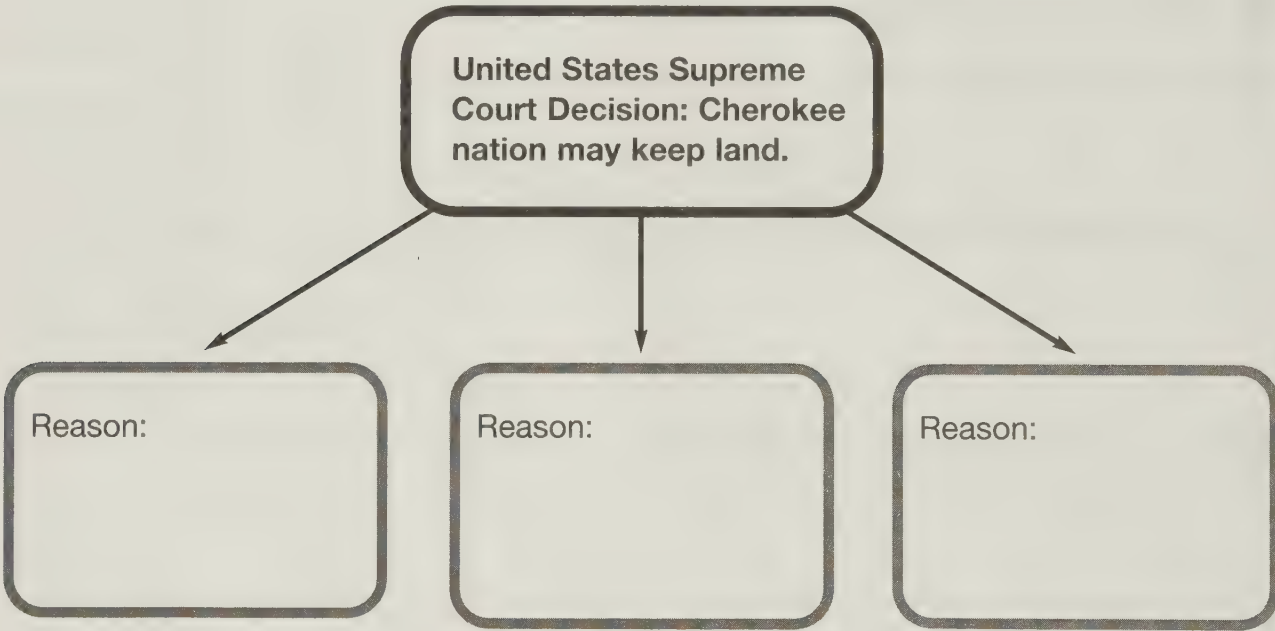
- 1 Give two reasons that the United States declared war on Britain.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 2 What United States senator believed that the United States should “take the whole continent”? \_\_\_\_\_
- 3 What was the nickname of the warship *Constitution*? \_\_\_\_\_
- 4 What Shawnee Indian leader was killed at the Battle of the Thames?  
\_\_\_\_\_
- 5 What action did Dolley Madison take before leaving the White House?  
\_\_\_\_\_  
\_\_\_\_\_
- 6 What did Francis Scott Key do after seeing the battle at Fort McHenry?  
\_\_\_\_\_  
\_\_\_\_\_
- 7 What years came to be known as the Era of Good Feelings?  
\_\_\_\_\_
- 8 Why was the Battle of New Orleans unnecessary? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# The Age of Jackson

**Directions** Read the paragraph below. Fill in the graphic organizer to show why the United States Supreme Court said the Cherokees could keep their land. Then answer the questions that follow.

United States Supreme Court Chief Justice John Marshall wrote the opinion of the Court in the case of *Worcester v. Georgia*. Marshall referred to Britain’s past treaties with the Cherokee. He said the Cherokee had honored the treaties. That proved that the Cherokee were a nation able to govern themselves. He also argued that the laws of Georgia had no power over the Cherokee nation people because they were a “distinct community.” Finally, Marshall said that the Native Americans had previous possession of the land. It was theirs. Unfortunately, President Andrew Jackson refused to accept the ruling. He said, “John Marshall has made his decision; now let him enforce it.” Jackson then ordered federal troops to remove the Native Americans and take the land.



- 1 Who was John Marshall? \_\_\_\_\_
- 2 What did President Andrew Jackson say about Marshall’s decision?  
\_\_\_\_\_  
\_\_\_\_\_
- 3 What did Jackson then do? \_\_\_\_\_  
\_\_\_\_\_

# From Ocean to Ocean

**Directions** Fill in the blanks in the paragraph below, using terms from the Word Bank.

|         |           |                  |              |
|---------|-----------|------------------|--------------|
| Mormons | gold rush | dictator         | forty-niners |
| Oregon  | Cession   | manifest destiny |              |

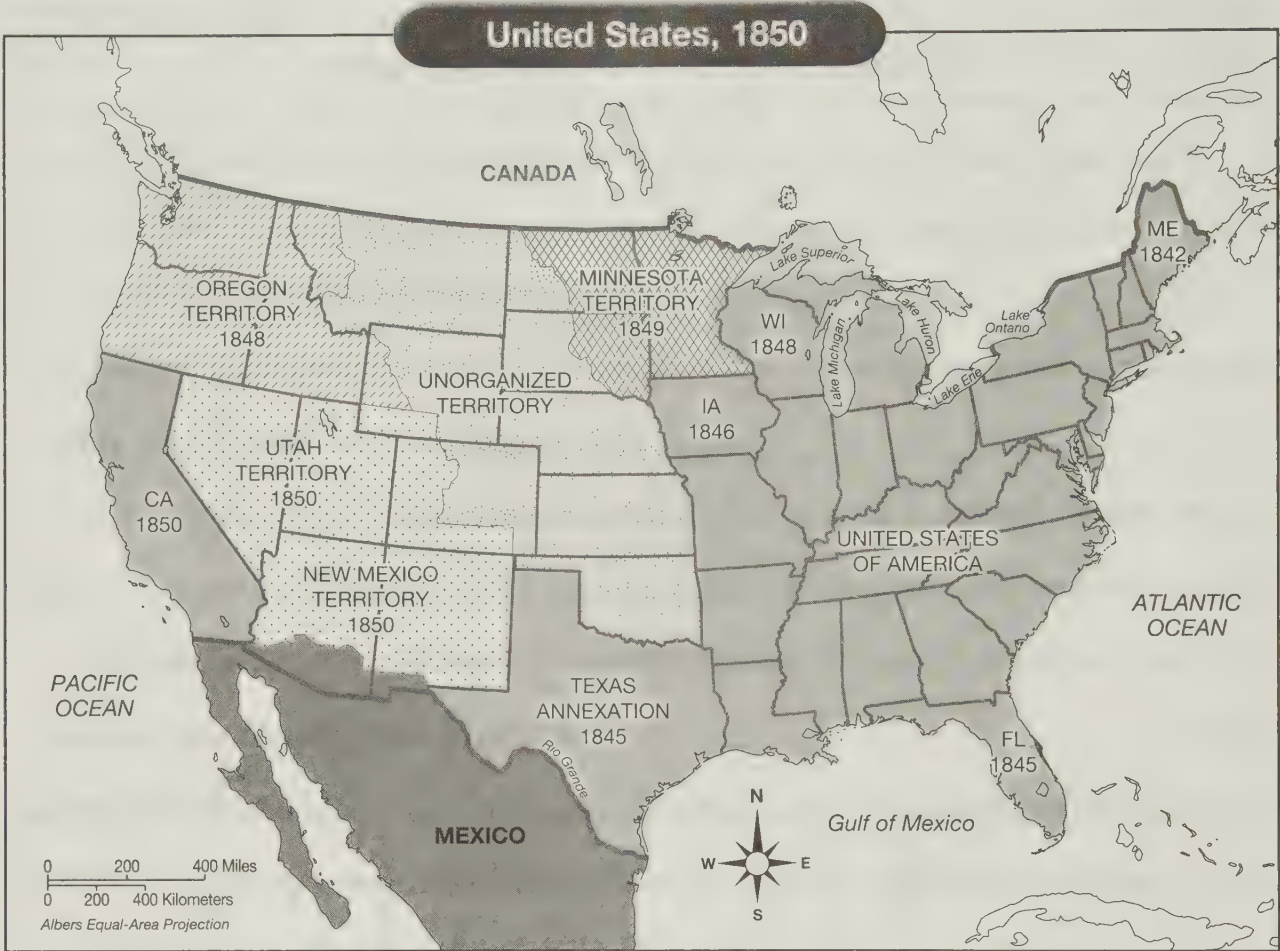
In the early 1800s many people began to believe that the United States should stretch from the Atlantic Ocean to the Pacific Ocean. This idea was known as \_\_\_\_\_. In time, this goal seemed possible. In 1834 when General Santa Anna took over the Mexican government and made himself \_\_\_\_\_, Texas settlers were alarmed. After battles at the Alamo and San Jacinto, the settlers defeated Santa Anna and Texas became an independent republic. Several years later, Mexico and the United States again clashed over the Texas border. Mexico agreed to give up its claims in what was called the Mexican \_\_\_\_\_. In addition, some people went west in search of religious freedom. The \_\_\_\_\_ settled in Utah after being driven from Illinois. Marcus and Narcissa Whitman went to the \_\_\_\_\_ Territory to set up missions. Finally, when gold was discovered in California, a \_\_\_\_\_ began. Those who went called themselves \_\_\_\_\_ because many settlers moved there in 1849.



# MAP AND GLOBE SKILLS

## Identifying Changing Borders

**Directions** Use the map below to answer the questions that follow.



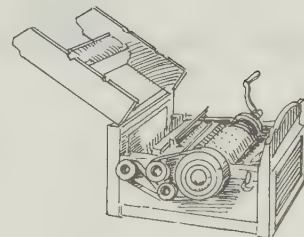
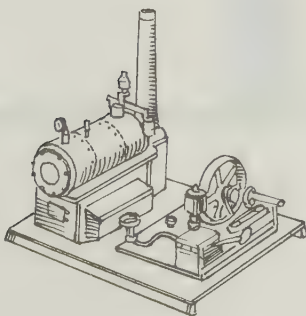
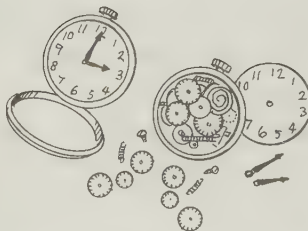
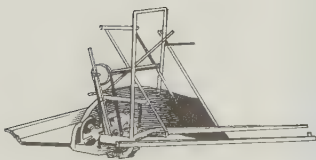
- 1 In what year did the United States gain control of the Utah Territory? \_\_\_\_\_
- 2 What state was the farthest west in 1850? \_\_\_\_\_
- 3 What river eventually became the border between Mexico and the United States?  
\_\_\_\_\_
- 4 By 1850 had the idea of manifest destiny been achieved? Explain.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# An Industrial Revolution

**Directions** Tell how each invention listed below played a part in the Industrial Revolution. Write your answers on the blanks provided.

- 1 The steam engine \_\_\_\_\_  
\_\_\_\_\_
- 2 Cotton mills \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 3 Interchangeable parts \_\_\_\_\_  
\_\_\_\_\_
- 4 Cotton gin \_\_\_\_\_  
\_\_\_\_\_
- 5 Mechanical reaper \_\_\_\_\_  
\_\_\_\_\_



# America and the Industrial Revolution

**Directions** Complete this graphic organizer by drawing conclusions about the Industrial Revolution.

| WHAT YOU KNOW | NEW FACTS                                                                                                                         | CONCLUSION  |
|---------------|-----------------------------------------------------------------------------------------------------------------------------------|-------------|
| <div></div>   | <div>Life was often difficult for Americans, especially those who chose to settle in unexplored lands.</div>                      | <div></div> |
| <div></div>   | <div>With new inventions like the reaper, wheat that once took two weeks to cut could now be cut in one day.</div>                | <div></div> |
| <div></div>   | <div>By the mid-1800s more than 88 thousand miles of road and 9 thousand miles of rail had been built in the United States.</div> | <div></div> |

# 11

## Test Preparation

**Directions** Read each question and choose the best answer. Then fill in the circle for the answer you have chosen. Be sure to fill in the circle completely.

- 1 Napoleon was willing to sell Louisiana because—
  - (A) he knew he was too far away to control it.
  - (B) he had no use for the land.
  - (C) he needed money to fight a war.
  - (D) he was persuaded by Jefferson's representatives.
- 2 The years from 1817 to 1825 are called—
  - (F) the Age of Jackson.
  - (G) manifest destiny.
  - (H) the Monroe Doctrine.
  - (J) the Era of Good Feelings.
- 3 All of the following are reasons for Andrew Jackson's election *except* that—
  - (A) he was a war hero.
  - (B) he had lots of money.
  - (C) for the first time all white men could vote.
  - (D) he was considered a common man.
- 4 During the 1850s, settlers moving west followed the—
  - (F) Erie Canal.
  - (G) Oregon Trail.
  - (H) Royal Road.
  - (J) Northwest Passage.
- 5 *Tom Thumb* proved that—
  - (A) steam-powered railroad engines were faster than horses.
  - (B) locomotives were undependable.
  - (C) steam-powered railroad cars had better pulling power than horses.
  - (D) trains needed much improvement to be practical.



# Regional Disagreements

**Directions** Read the passage below. Then fill in the chart that follows, showing the differences between the North and South.

The North and the South could not come to an agreement about slavery. Northerners did not think that slavery should be allowed to spread to the western territories, while Southerners thought they had the right to take their enslaved workers west with them—just as they would take their other property.

The Northern economy relied on manufacturing and shipping, not agriculture, so the North did not need laborers as the South did. Also, many Northerners thought that slavery was wrong and should be abolished, or done away with. Those Northerners were called abolitionists, and they wanted all people to be free. Even Northerners who were not abolitionists did not want more slave states added to the country.

However, the economy of the South depended on laborers. Plantation owners were able to harvest more cotton, indigo, and tobacco by using slaves to work in the fields. Those Southerners believed that individual states had the right to decide whether people could have slaves.

|                               | North | South |
|-------------------------------|-------|-------|
| Economy based on              |       |       |
| Viewed slavery as             |       |       |
| Ideas about extending slavery |       |       |

**Directions** Use the passage and chart above to answer the questions.

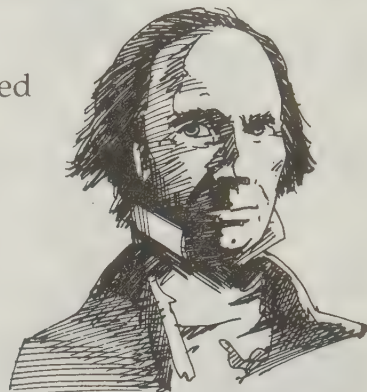
- 1

What were Northerners called who did not agree with slavery? Why were they called that? \_\_\_\_\_  
\_\_\_\_\_
- 2

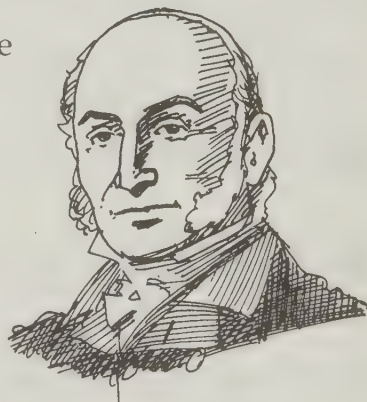
Where did most Northerners believe slavery should not be allowed to spread? \_\_\_\_\_  
\_\_\_\_\_

**READING SKILLS****Identify Frame of Reference****Directions** Read the material below and then answer the questions.**Henry Clay**

When Missouri asked to be a state in 1819, Henry Clay was a congress member from Kentucky. Although Clay owned slaves, he did not want slavery to divide the country. He worked very hard to find a solution that would make both the North and the South happy. While other members of Congress were arguing for their region of the country, Clay said, "I know no South, no North, no East, no West, to which I owe any allegiance [loyalty]." His solution was called the Missouri Compromise.

**John Quincy Adams**

John Quincy Adams, a Northerner, was the secretary of state at the time. Adams kept a diary, and in February 1820 he wrote about what he thought the future might bring, "... if the dissolution [breaking apart] of the Union should result from the slave question, it is as obvious as anything. . . that it must shortly afterwards be followed by the universal emancipation [freeing] of the slaves. . ."



- ❶ What viewpoint did Henry Clay have about the Union? How do you know?

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- ❷ What did John Quincy Adams think would happen if the Union broke apart?

---

# Slavery and Freedom

**Directions** On the blanks provided, write the word or name that best completes each sentence. Some letters in your answers will have numbers under them. Write these letters in the appropriate boxes below, and you will find the name of the most famous conductor of the Underground Railroad.

- 1 A man named \_\_\_\_\_ led the first slave rebellion.  
7
- 2 Something done in secret is done \_\_\_\_\_.  
3
- 3 A person who is running away is a \_\_\_\_\_.  
9
- 4 To act against slavery is to \_\_\_\_\_ it.  
4
- 5 The Virginia legislature debated the \_\_\_\_\_, or freeing, of slaves.  
11 2
- 6 Sets of laws, known as slave \_\_\_\_\_, ruled the lives of slaves.  
6
- 7 Harriet Beecher Stowe wrote a book titled \_\_\_\_\_.  
8 13
- 8 The newspaper *Freedom's Journal* called for \_\_\_\_\_, or equal rights for all people.  
12
- 9 Someone who wanted to end slavery was called an \_\_\_\_\_.  
10 5
- 10 A former slave named \_\_\_\_\_ traveled the country to speak out against slavery.  
1

|                      |                      |                      |                      |                      |                      |                      |                      |                      |                      |                      |                      |                      |
|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
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| 1                    | 2                    | 3                    | 4                    | 5                    | 6                    | 7                    | 8                    | 9                    | 10                   | 11                   | 12                   | 13                   |



# The Union Breaks Apart

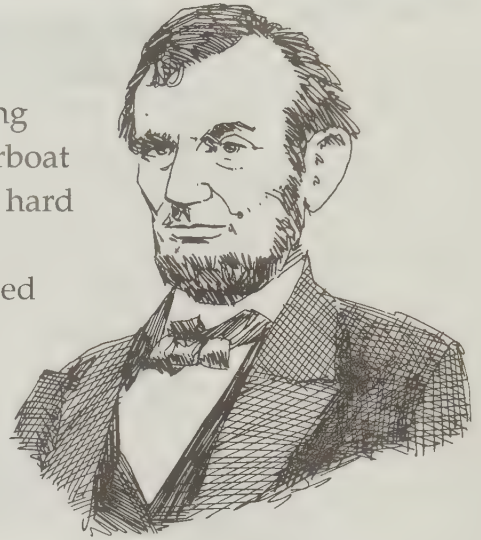
**Directions** Read the passage below. Then read each statement that follows. If the statement is true, write *T* in the blank. If the statement is false, write *F* in the blank.

Abraham Lincoln had barely a year of formal schooling, but he learned to read and write. He was very intelligent and read everything he could. Growing up, Lincoln had many jobs such as a rail-splitter, riverboat man, store clerk, and postmaster. After studying very hard on his own, he finally became a lawyer.

About five years later, in 1842, Abe Lincoln married Mary Todd. Soon after, they purchased a home in Springfield, Illinois. The Lincolns had four sons, but only one lived past the age of 19.

In 1846, Lincoln was elected to the United States Congress, where he served one term in the House of Representatives. Fourteen years later, he was elected President of the United States. Lincoln is the only President to own a patent for an invention. In 1849 he patented a device for lifting boats up over shallow places in rivers. Lincoln was also presented with several honorary degrees during the time of the Civil War.

As respected and honored as President Lincoln was, Mrs. Lincoln was not very popular in Washington. She came from a Southern family, and four of her brothers were in the Confederate army. Some people feared Mary Lincoln was a Confederate spy.



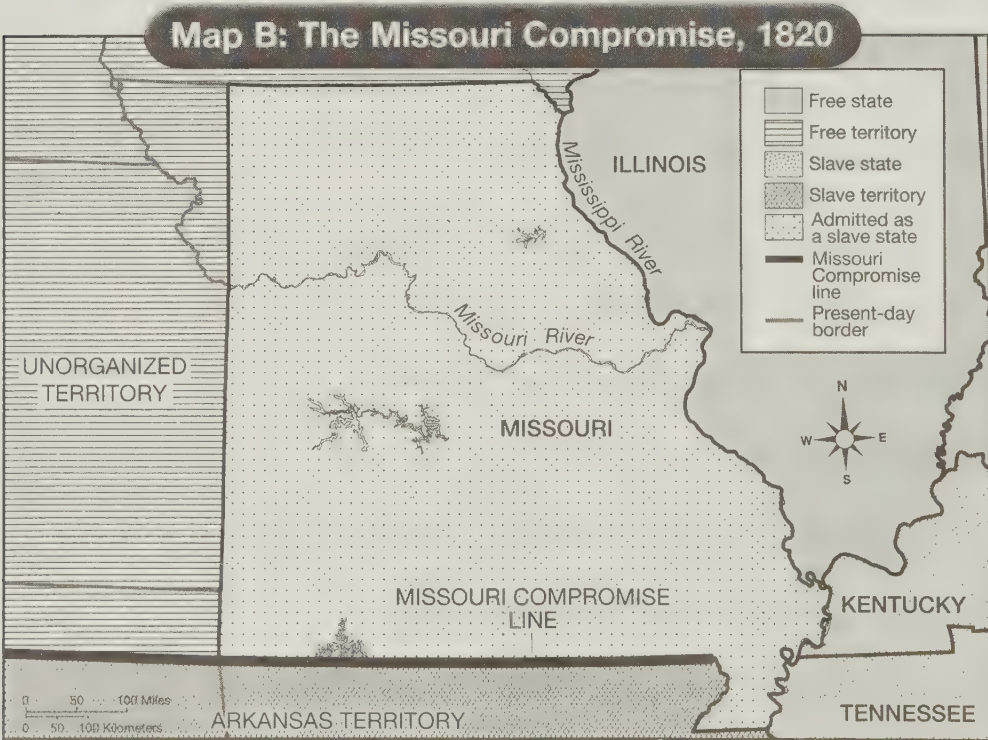
- \_\_\_\_\_ ① The Lincolns had four children.
- \_\_\_\_\_ ② Mrs. Lincoln was well liked in Washington.
- \_\_\_\_\_ ③ Mrs. Lincoln had brothers in the Confederate army.
- \_\_\_\_\_ ④ Lincoln never owned a home of his own.
- \_\_\_\_\_ ⑤ Lincoln received several honorary degrees.
- \_\_\_\_\_ ⑥ Many presidents had inventions that they patented.
- \_\_\_\_\_ ⑦ Lincoln went to school for many years.
- \_\_\_\_\_ ⑧ Lincoln was elected to the United States Senate.



MAP AND GLOBE SKILLS

Compare Maps with Different Scales

**Directions** Look at the maps below, and then answer the questions on the facing page.



(continued)

**Directions** Use the maps on page 116 to answer the questions below.

1 Which map would be used to compare the size of Missouri to the size of Maine?

\_\_\_\_\_

2 Which map would be used to determine the length of the border between Missouri and Kentucky? \_\_\_\_\_

3 How many slave states were there at the time of the Missouri Compromise?

\_\_\_\_\_

4 Was there more free territory or slave territory reserved?

\_\_\_\_\_

5 Which state entered the Union at the same time as Missouri?

\_\_\_\_\_

6 How many free states were there at the time of the Missouri Compromise?

\_\_\_\_\_

**Directions** Compare the two maps. Write **A** in the answer blank if Map A is more useful, and **B** if Map B is more useful.

\_\_\_\_\_ 7 Determine the length of the part of the Mississippi River that forms a Missouri border.

\_\_\_\_\_ 8 Determine whether the free or slave states had the largest land area.

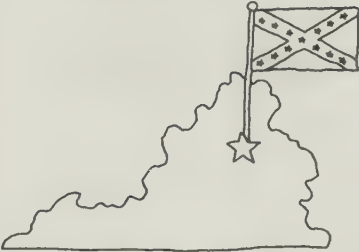
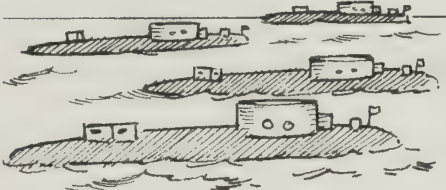
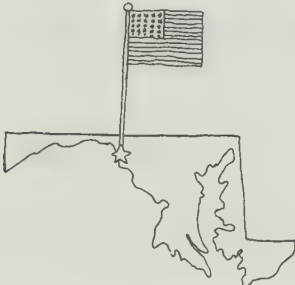
\_\_\_\_\_ 9 Determine the length of the part of the Missouri River that flows from the eastern border to the western border of Missouri.

\_\_\_\_\_ 10 Determine the number of miles of border separating the free states and the slave states.



# Civil War

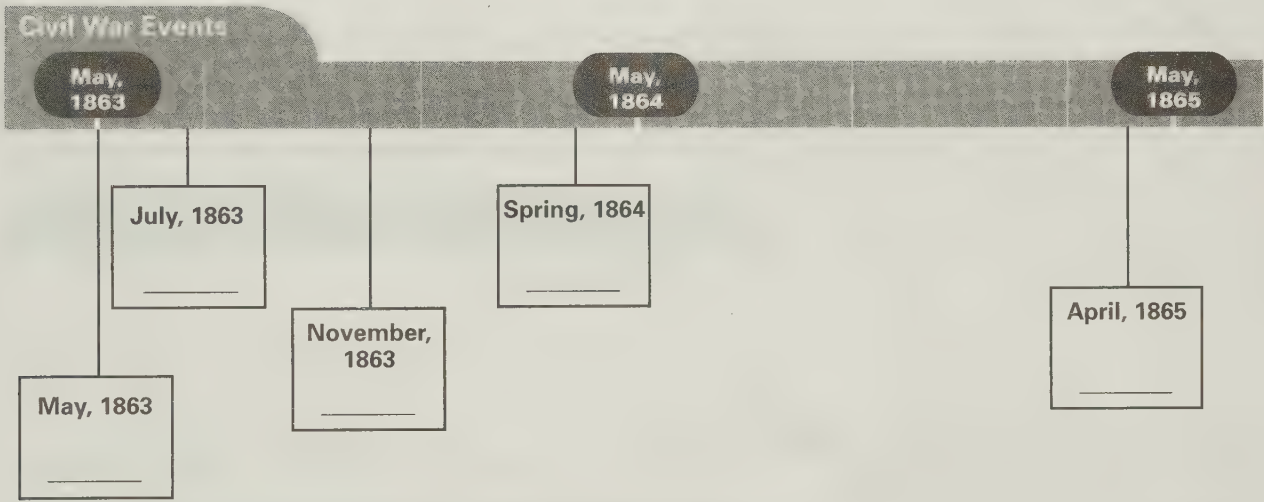
**Directions** In the box provided, write a brief paragraph to explain why each item on the left was important to the Civil War.

| EVENT                                                                                                                   | IMPORTANT BECAUSE                                                                                                        |
|-------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|
| <p>The Battle of Bull Run</p>           |  <div><hr/><hr/><hr/><hr/><hr/></div>   |
| <p>Anaconda Plan</p>                   |  <div><hr/><hr/><hr/><hr/><hr/></div>  |
| <p>The Battle of Antietam</p>        |  <div><hr/><hr/><hr/><hr/><hr/></div> |
| <p>The Emancipation Proclamation</p>  |  <div><hr/><hr/><hr/><hr/><hr/></div> |

# The Road to Union Victory

**Directions** Place the Civil War events in chronological order by numbering the dates on the time line.

- 1 Much of Atlanta burns to the ground after being captured by the Union army.
- 2 The Confederate army wins the Battle of Chancellorsville, and heads north towards Gettysburg.
- 3 The Union victory at the Battle of Gettysburg cripples the Confederate army.
- 4 General Robert E. Lee surrenders at Appomattox Court House, Virginia.
- 5 Lincoln gives the Gettysburg Address to inspire the nation and Union soldiers.



# Important Leaders and Battles of the Civil War

**Directions** Complete this graphic organizer by categorizing important leaders and battles of the Civil War.

UNION ARMY

IMPORTANT LEADERS

1. Abraham Lincoln

2. \_\_\_\_\_

3. \_\_\_\_\_

IMPORTANT VICTORIES

1. Battle of Gettysburg

2. \_\_\_\_\_

3. \_\_\_\_\_

CONFEDERATE ARMY

IMPORTANT LEADERS

1. Jefferson Davis

2. \_\_\_\_\_

3. \_\_\_\_\_

IMPORTANT VICTORIES

1. Victory at Fort Sumter

2. \_\_\_\_\_

3. \_\_\_\_\_



# 12

## Test Preparation

**Directions** Read each question and choose the best answer. Then fill in the circle for the answer you have chosen. Be sure to fill in the circle completely.

- 1 Who was one of the men who persuaded Congress to accept the Missouri Compromise?

  - (A) John Calhoun
  - (B) Daniel Webster
  - (C) Henry Clay
  - (D) Abraham Lincoln
- 2 Who defended the rights of both slaves and women?

  - (F) Elizabeth Cady Stanton
  - (G) Harriet Beecher Stowe
  - (H) Clara Barton
  - (J) Mary Todd Lincoln
- 3 Abraham Lincoln became well known through his debates with—

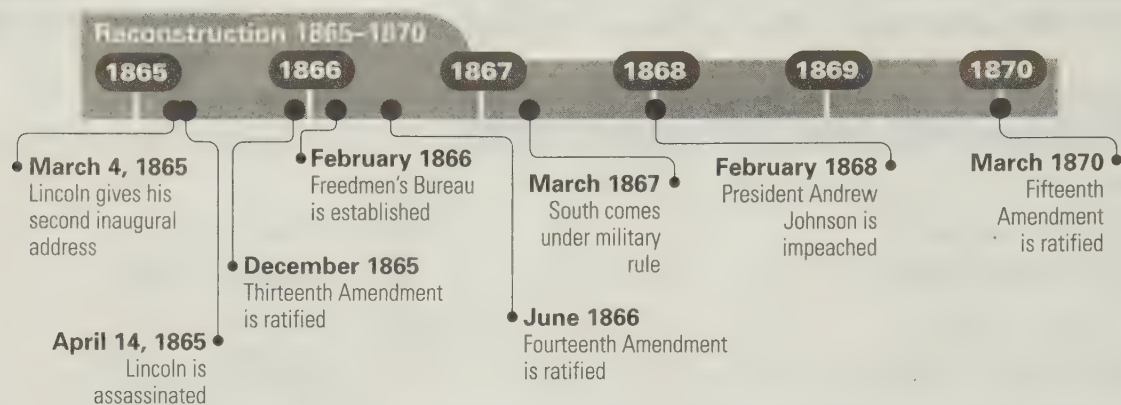
  - (A) Henry Clay.
  - (B) Stephen Douglas.
  - (C) Jefferson Davis.
  - (D) Major Robert Anderson.
- 4 The Union strategy to win the war by weakening the South was called the—

  - (F) Join or Die Plan.
  - (G) slash and burn policy.
  - (H) King Cotton policy.
  - (J) Anaconda Plan.
- 5 How did Abraham Lincoln honor the dead at Gettysburg?

  - (A) He set up a memorial fund.
  - (B) He had a monument built at the cemetery.
  - (C) He gave a speech at the cemetery.
  - (D) He sent the Vice President to the battlefield.

# Reconstruction

**Directions** Read the time line below of events surrounding Reconstruction. Then answer the questions that follow.



- 1 Was the Thirteenth Amendment ratified before or after President Lincoln gave his second inaugural address? \_\_\_\_\_
- 2 What happened to President Abraham Lincoln on April 14, 1865?  
\_\_\_\_\_  
\_\_\_\_\_
- 3 About how many years passed between President Lincoln's assassination and President Johnson's impeachment? \_\_\_\_\_
- 4 What two events shown on the time line both happened in the month of February? \_\_\_\_\_  
\_\_\_\_\_
- 5 Was the Freedmen's Bureau established before or after the South came under military rule? \_\_\_\_\_  
\_\_\_\_\_
- 6 How many constitutional amendments were passed between 1865 and 1870?  
\_\_\_\_\_

# The South After the War

**Directions** Match each vocabulary word with its definition. Then use the vocabulary words to fill in the blanks of the sentences below.



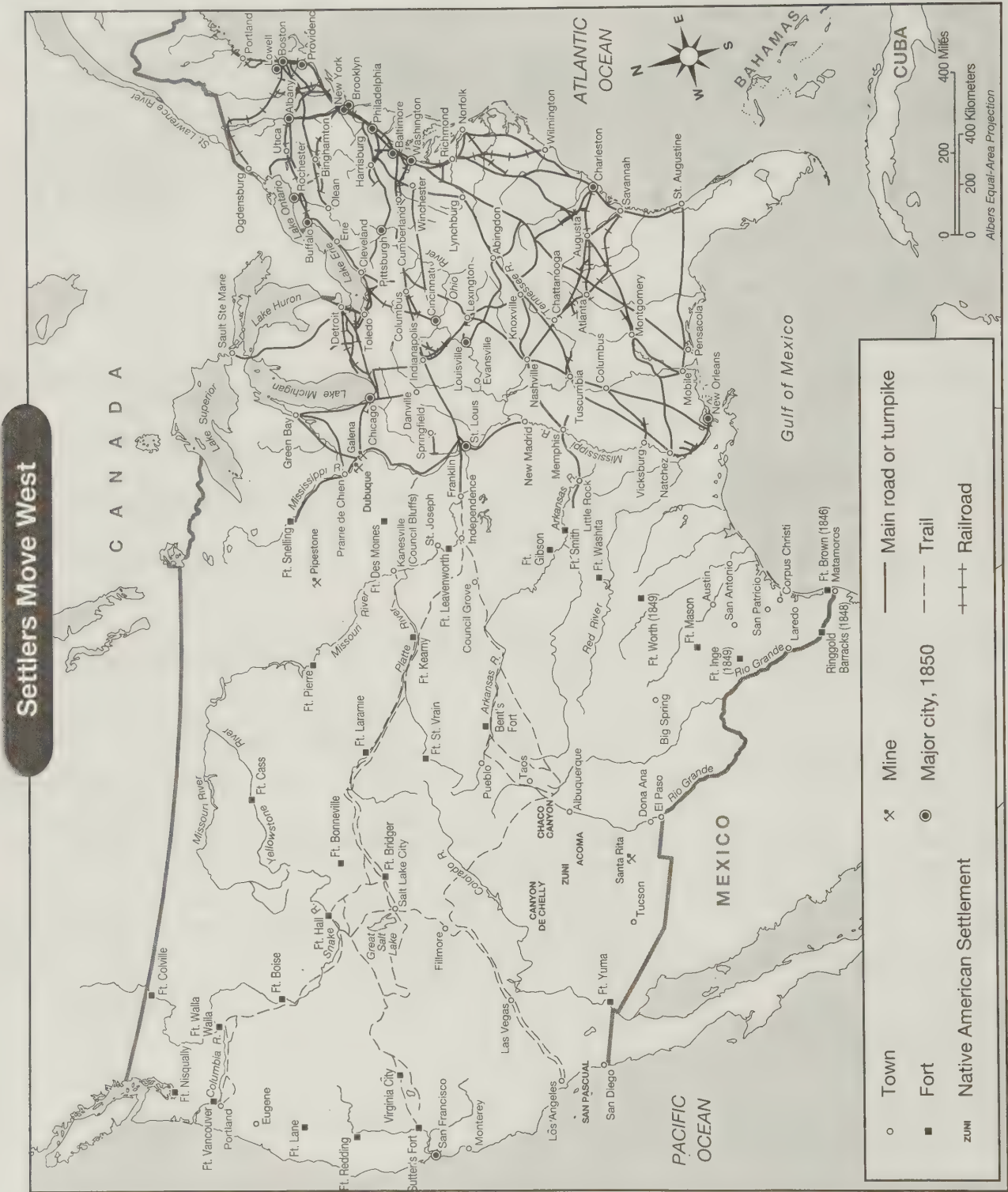
- |                                                                     |                  |
|---------------------------------------------------------------------|------------------|
| _____ 1 former slaves                                               |                  |
| _____ 2 government agency                                           |                  |
| _____ 3 the practice of paying farm workers in harvested crops      | A. segregation   |
| _____ 4 Northerners who went South during Reconstruction            | B. bureau        |
| _____ 5 a method of voting in which no one knows for whom you voted | C. secret ballot |
| _____ 6 separation of people based on race                          | D. freedmen      |
|                                                                     | E. carpetbaggers |
|                                                                     | F. sharecropping |

- 7 The \_\_\_\_\_ is one of the most important parts of a fair election.
- 8 There are still many \_\_\_\_\_ in the United States government.
- 9 Life was hard for the \_\_\_\_\_ after the Civil War since few of them had enough money to buy their own land.
- 10 \_\_\_\_\_ were given their name because of the suitcases many of them used to carry their belongings.
- 11 The practice of \_\_\_\_\_ kept people apart in most public places.
- 12 Under the \_\_\_\_\_ system most farmworkers found it difficult to make a living.



# Settling the Last Frontier

**Directions** Study the map below.



(continued)

**Directions** Use the map and key on the preceding page to help you answer the questions. Write your answers in the blanks provided.

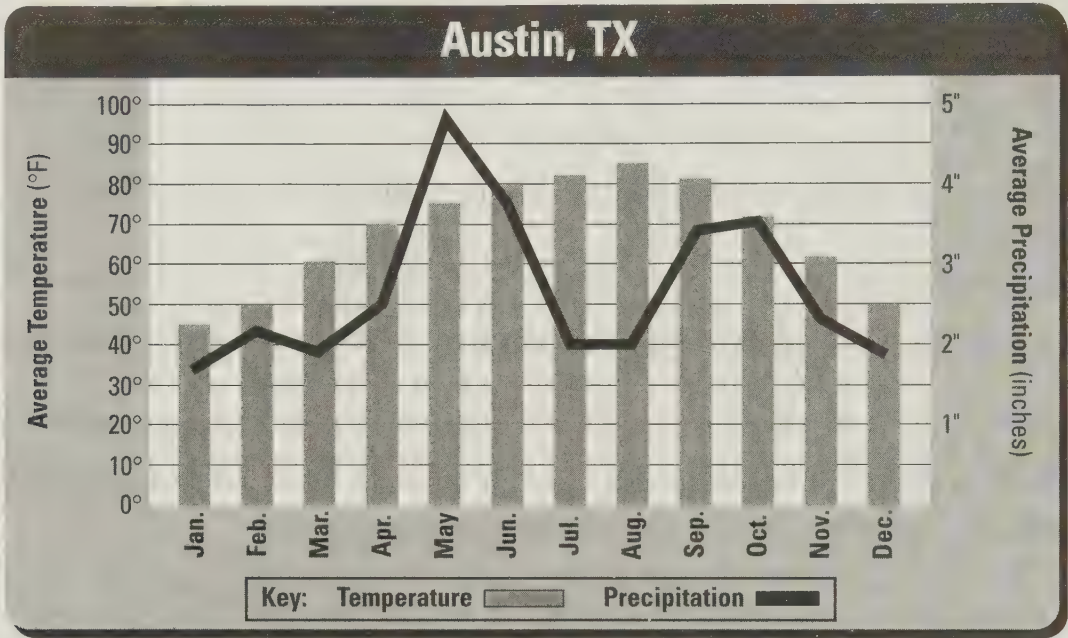
- 1 In what part of the country were most railroads located?  
\_\_\_\_\_
- 2 What Texas fort was the farthest west? \_\_\_\_\_
- 3 In what parts of the country were most forts located? \_\_\_\_\_  
\_\_\_\_\_
- 4 Could you travel by railroad from St. Louis, Missouri, to Salt Lake City?  
\_\_\_\_\_
- 5 How might you travel from Norfolk, Virginia, to Wilmington, North Carolina?  
\_\_\_\_\_
- 6 Find the area that represents your state on the map. How settled was it? What might life have been like for the settlers who lived there?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# CHART AND GRAPH SKILLS

## Use a Climograph

**Directions** Look at the climograph of Austin, Texas, below. Then answer the questions on the blanks provided.



(continued)



Name \_\_\_\_\_ Date \_\_\_\_\_

- 1 What is the average temperature in Austin in July? \_\_\_\_\_
- 2 What is the average precipitation in October? \_\_\_\_\_
- 3 Which three months are the driest? \_\_\_\_\_
- 4 Which month is the coolest month? \_\_\_\_\_
- 5 Which month is the warmest month? \_\_\_\_\_
- 6 Which month gets the most precipitation? \_\_\_\_\_
- 7 What do you observe about the months of July and August?  
\_\_\_\_\_  
\_\_\_\_\_
- 8 If you were driving cattle, what months do you think would be hardest on people and cattle? What hardships might you face during the drive?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# The Rise of New Industries

**Directions** Read the passages below, and answer the questions that follow.

In the 1800s the United States government made land grants to several railroad companies. More than 130 million acres were given to the Union Pacific, the Santa Fe, the Central and Southern Pacific, and the Northern Pacific railroads. In addition, western states gave the railroads 49 million acres. These land grants allowed the railroad industry to open new markets in the West for goods produced in the East.

One effect of the railroad boom was the need for stronger track. When the railroads were first built, the rails were made of iron. With the arrival of bigger and faster locomotives, however, these iron rails were not strong enough to withstand the weight of the new trains. A man named Henry Bessemer invented a way to make steel tracks strong enough for the larger locomotives. As a result, many companies were able to ship their products throughout the United States at a faster pace.

One company that used the new, faster trains to its advantage was Standard Oil. Founded by John D. Rockefeller in 1867, Standard Oil used the trains to ship oil all over the country. By 1882 Standard Oil controlled almost all of the oil refining and distribution in the United States.



- 1 Where did the railroad companies get the land on which they built the lines? \_\_\_\_\_  
\_\_\_\_\_
- 2 What effect did replacing iron rails with steel rails have on how United States companies could ship their products? \_\_\_\_\_  
\_\_\_\_\_
- 3 What company did John D. Rockefeller found in 1867? \_\_\_\_\_  
\_\_\_\_\_
- 4 What role do you think the railroads played in the growth of Standard Oil? \_\_\_\_\_  
\_\_\_\_\_

# A Changing People

**Directions** Read the passage below and answer the questions that follow.

Irving Berlin's father was a cantor, a person who sings at religious services in Jewish synagogues. Perhaps it was his father's music that caused Berlin to be interested in writing songs. When he was in the Army during World War I, Berlin wrote a musical show. He later won both the United States Army's Award of Merit and a congressional medal for his songs. One of his most popular songs is "God Bless America."

Although Sophia Alice Callahan lived to be only 26 years old, she wrote an important novel. *Wynema: A Child of the Forest* is thought to be the first novel written by a Native American woman. Callahan's father was one-eighth Creek Indian. The novel has two major characters, Wynema and a Methodist teacher named Genevieve, who try to overcome prejudice against both Indians and women in the late nineteenth century.

Hiram Fong graduated from Harvard Law School before he returned to his native Hawaii to practice law. Hawaii at that time was still a territory. Fong served in the territorial legislature from 1938 to 1954. When Hawaii became a state, he was elected to the United States Senate. He served in the Senate from 1959 until 1977.

African American artist Jacob Lawrence did a 63-painting series on the lives of Harriet Tubman and Frederick Douglass. He studied painting in the Harlem section of New York City. During the depression, Lawrence worked for a federal project. This gave him enough money to be able to paint *Migration*, a series of 60 panels showing the movement of African Americans from the South to the North.

- 1 Explain what all the people in the passage have in common.

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- 2 Who might have influenced Irving Berlin's interest in music?

---

- 3 How did Hiram Fong serve his homeland?

---

- 4 What two series of paintings were created by Jacob Lawrence?

---

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# Abraham Lincoln and Reconstruction

**Directions** Complete this graphic organizer by describing different points of view about Reconstruction.

| WHO SAID IT | WHAT WAS SAID                                                                                                                                                                                  | WHY IT WAS SAID                                          | POINT OF VIEW |
|-------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|---------------|
|             | "With malice toward none, with charity for all, with firmness in the right as God gives us to see the right, let us strive on to finish the work we are in, to bind up the nation's wounds..." | Because the country had been torn apart by the Civil War |               |
|             |                                                                                                                                                                                                |                                                          |               |
|             |                                                                                                                                                                                                |                                                          |               |
|             |                                                                                                                                                                                                |                                                          |               |
|             |                                                                                                                                                                                                |                                                          |               |
|             |                                                                                                                                                                                                |                                                          |               |

| WHO SAID IT  | WHAT WAS SAID                                                                                     | WHY IT WAS SAID | POINT OF VIEW |
|--------------|---------------------------------------------------------------------------------------------------|-----------------|---------------|
| Mary Chesnut | "Lincoln—old Abe Lincoln—killed... I know this foul murder will bring down worse miseries on us." |                 |               |
|              |                                                                                                   |                 |               |
|              |                                                                                                   |                 |               |
|              |                                                                                                   |                 |               |
|              |                                                                                                   |                 |               |
|              |                                                                                                   |                 |               |

# 13

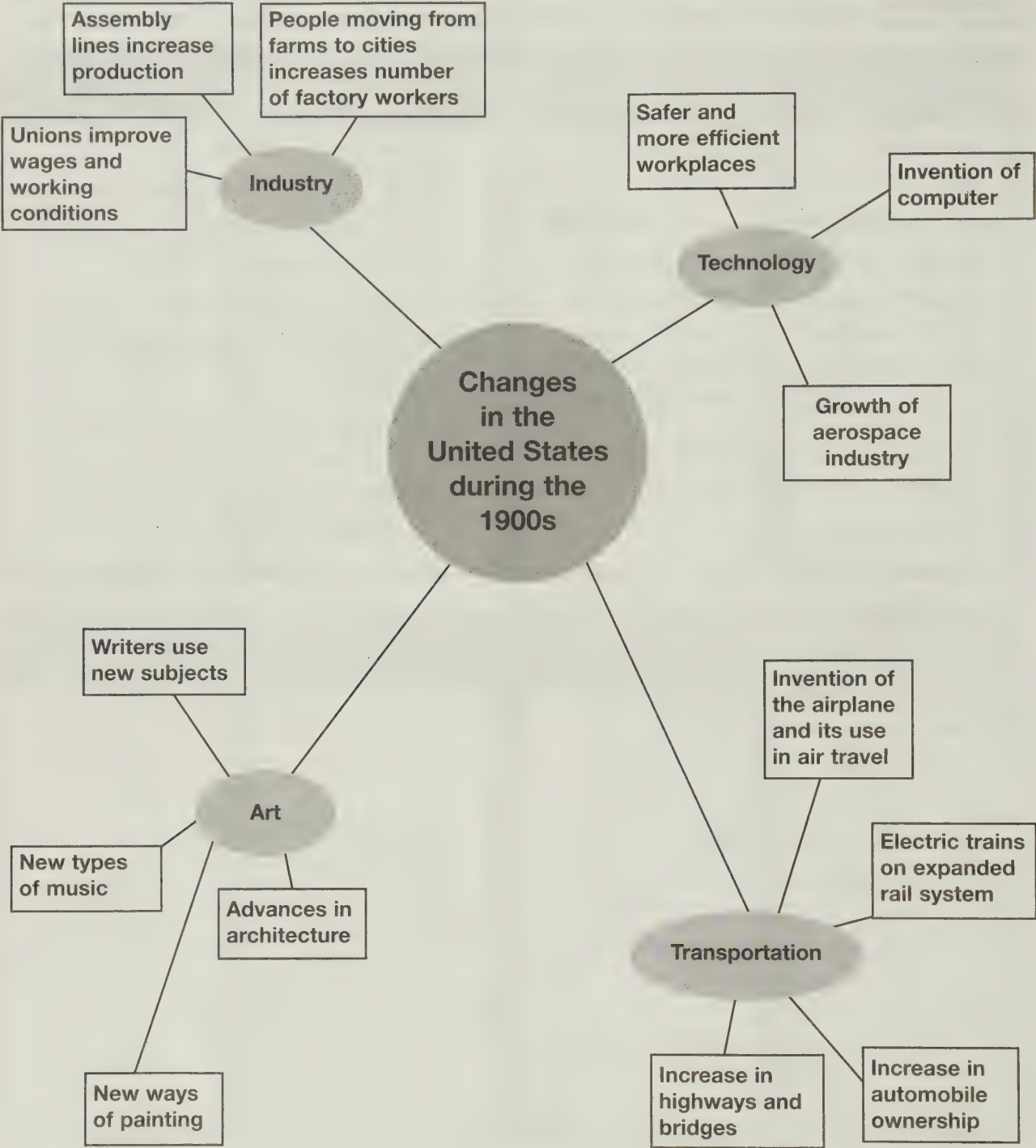
## Test Preparation

**Directions** Read each question and choose the best answer. Then fill in the circle for the answer you have chosen. Be sure to fill in the circle completely.

- 1 Which of the following was **not** a condition for a Southern state's readmission to the Union?
  - (A) rewriting the state's constitution
  - (B) giving slaves some of the land
  - (C) ratifying the Thirteenth Amendment
  - (D) ratifying the Fifteenth Amendment
- 2 The most important work of the Freedmen's Bureau was—
  - (F) education.
  - (G) running the courts.
  - (H) helping people farm.
  - (J) rebuilding homes.
- 3 Which of the following was **not** a problem for homesteaders?
  - (A) drought
  - (B) range wars
  - (C) bitter cold and snow
  - (D) land costs
- 4 The last spike of the transcontinental railroad was driven at—
  - (F) Spokane, Washington.
  - (G) Promontory, Utah.
  - (H) Erie, Pennsylvania.
  - (J) St. Louis, Missouri.
- 5 The term "new immigration" refers to—
  - (A) people coming from Britain, Germany, and Ireland.
  - (B) African Americans moving north.
  - (C) people coming from Italy, Russia, and Greece.
  - (D) people coming from South America.

# New Ideas and New Inventions

**Directions** Use the web diagram to answer the questions on page 133.



(continued)

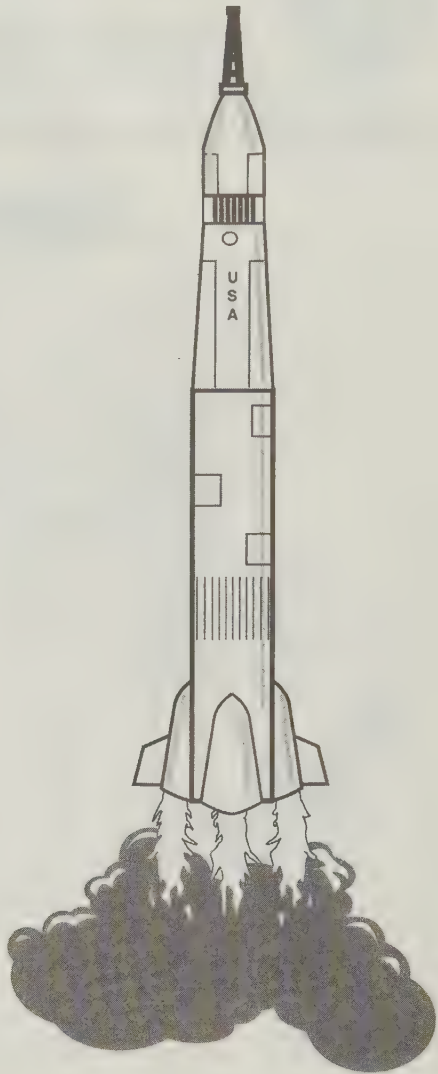


**Directions** Use the web diagram on page 132 to answer the questions below.

- 1 List the four major areas in which changes occurred during the 1900s.  
\_\_\_\_\_  
\_\_\_\_\_
- 2 Which change in transportation resulted partly from the increase in the number of automobiles?  
\_\_\_\_\_  
\_\_\_\_\_
- 3 In which major area did advances make workplaces both safer and more efficient? \_\_\_\_\_
- 4 Which major advance in technology led to the development of e-mail?  
\_\_\_\_\_  
\_\_\_\_\_

- 5 Use the diagram to describe how factories changed during the 1900s.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- 6 List four areas of the arts in which changes took place during the 1900s.  
\_\_\_\_\_  
\_\_\_\_\_

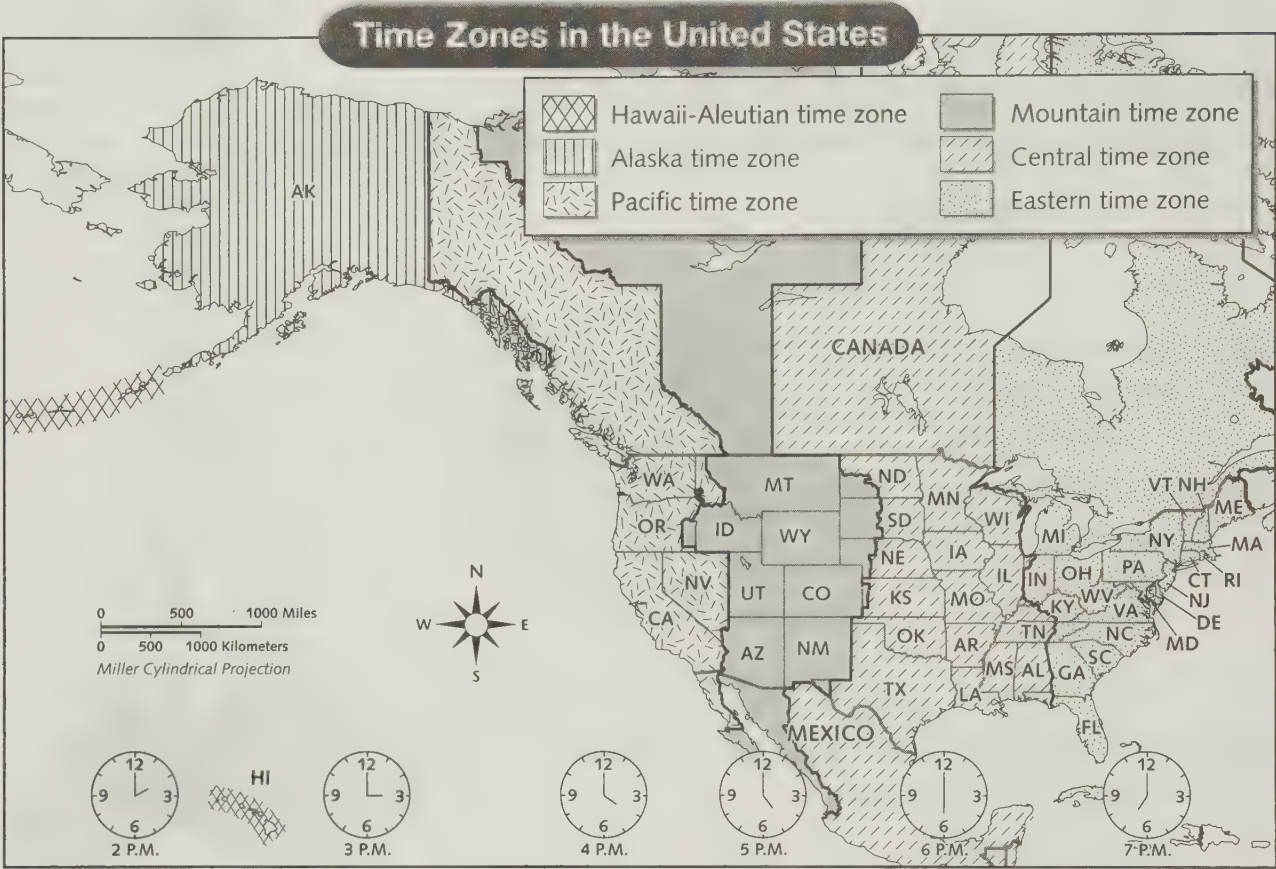




MAP AND GLOBE SKILLS

Use a Time Zone Map

**Directions** Use the time zone map to answer the questions below.



- 1 List the time zones of the United States, from east to west.
- 2 If it is 1:00 P.M. in Virginia, what time is it in Florida? Explain your answer.
- 3 How many time zones would you travel in if you flew from Georgia to California?
- 4 If you took a train from South Carolina to Illinois, would you have to set your watch back (earlier) or ahead (later)?

# People on the Move

**Directions** Read the statements about immigration below. Then number the events from 1 to 8, starting with the event that happened first (1) and ending with the one that happened last (8).

\_\_\_\_\_ About 50,000 Japanese immigrants came to states such as California and Hawaii in the first decade of the twentieth century.

\_\_\_\_\_ The Chinese Exclusion Act said that Chinese workers could not enter the United States for ten years.

\_\_\_\_\_ Europeans came to the United States during World War II to escape the fighting.

\_\_\_\_\_ Chinese immigrants started arriving in California before the Civil War and helped build western railroads.

\_\_\_\_\_ There was a great decrease in the number of immigrants coming into the United States.

\_\_\_\_\_ Mexican Americans became one of the fastest-growing immigrant groups in the United States.

\_\_\_\_\_ The Immigration Act limited the number of people allowed to move to the United States.

\_\_\_\_\_ Immigration patterns shifted from people mostly from western and northern Europe to people mostly from eastern and southern Europe.



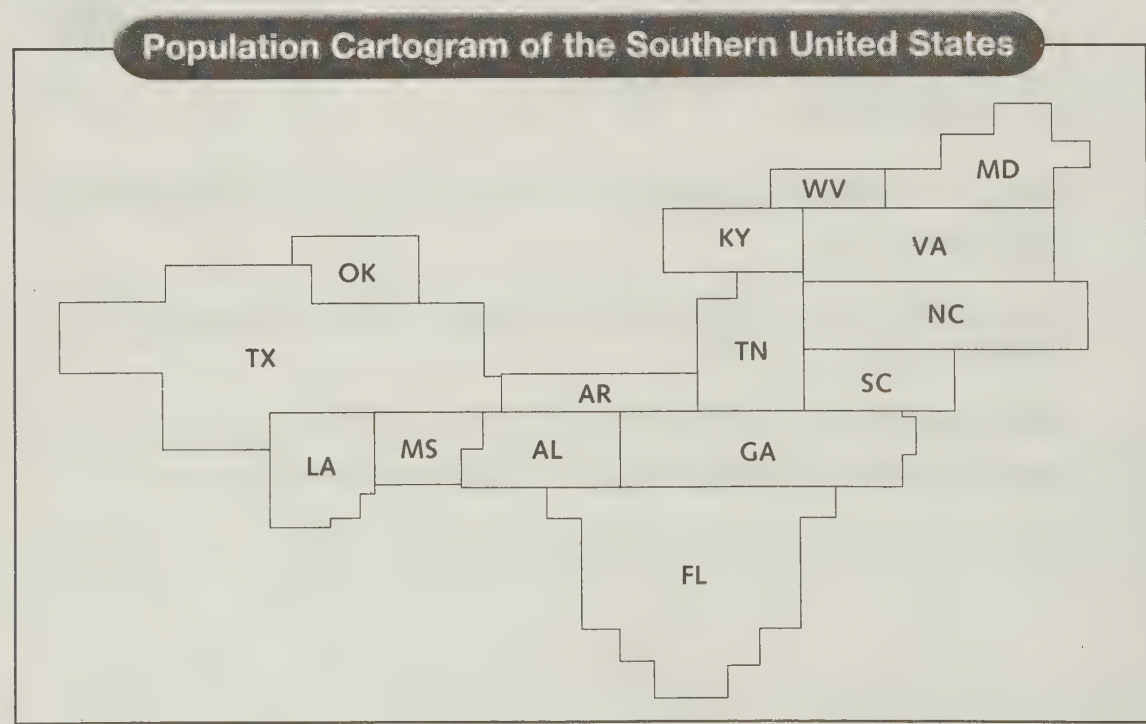




# MAP AND GLOBE SKILLS

## Use a Cartogram

**Directions** Use the political map and the population cartogram to answer the questions on page 137.



(continued)

**Directions** Use the political map and the population cartogram on page 136 to answer the questions below.

- 1 Both the map and the cartogram compare the “size” of several states. Explain how size on the map is different from size on the cartogram.  
\_\_\_\_\_  
\_\_\_\_\_
- 2 Which state is the smallest in land area: Alabama, Georgia, South Carolina, or Virginia? \_\_\_\_\_
- 3 Which two states have the largest populations? \_\_\_\_\_
- 4 What does the cartogram tell you about Arkansas and Georgia that you could not tell by their sizes on the political map? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 5 Alabama, Georgia, and Mississippi are all about the same size on the political map. Are their populations also about the same? Explain. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 6 Identify another characteristic of the states that you could compare with a cartogram. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Society Changes

**Directions** Use the names in the box to correctly fill in the chart below.

|                  |                             |
|------------------|-----------------------------|
| Susan B. Anthony | Dr. Martin Luther King, Jr. |
| Cesar Chavez     | Robert M. La Follette       |
| W.E.B. Du Bois   | Janet Reno                  |
| Samuel Gompers   | Theodore Roosevelt          |

|                                                                                                                                          |   |
|------------------------------------------------------------------------------------------------------------------------------------------|---|
| labor leader who headed the American Federation of Labor and led strikes that won better pay and working conditions for American workers | 1 |
| helped found the NAACP, an organization that works for equal rights for African Americans                                                | 2 |
| leader of the movement for women's suffrage in the United States                                                                         | 3 |
| founder of the National Farm Workers Association, which works for the rights of migrant farm workers                                     | 4 |
| African American civil rights leader who gave a memorable speech at a 1963 gathering in Washington, D.C.                                 | 5 |
| worked to bring the first primary elections to Wisconsin voters, giving people more power to choose their leaders                        | 6 |
| gave the American people the Square Deal in which the United States government helped citizens                                           | 7 |
| the first woman to be appointed attorney general of the United States                                                                    | 8 |



# A United Country

**Directions** Match each constitutional amendment with its description. Write the correct letter of the description in the space provided.

\_\_\_\_\_ ① First Amendment

\_\_\_\_\_ ② Fifth Amendment

\_\_\_\_\_ ③ Seventh Amendment

\_\_\_\_\_ ④ Fourteenth Amendment

A. says that no state can enforce a law that will take away the rights of its citizens

B. lists people's rights under common law, meaning that citizens who are accused of a crime have the right to a fair trial

C. guarantees freedom to assemble, freedom of speech, freedom of the press, and freedom of religion

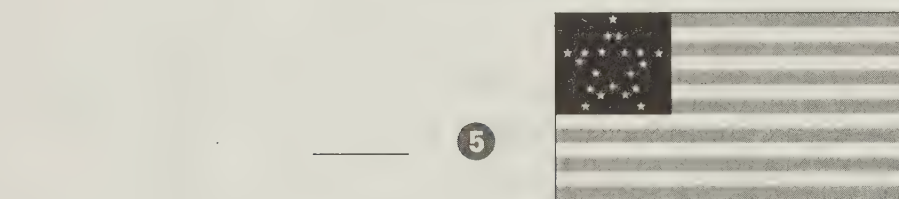
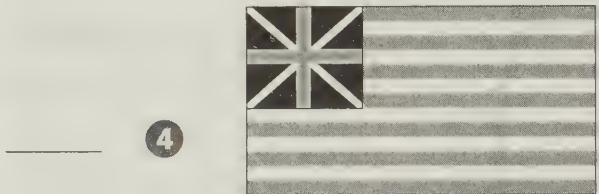
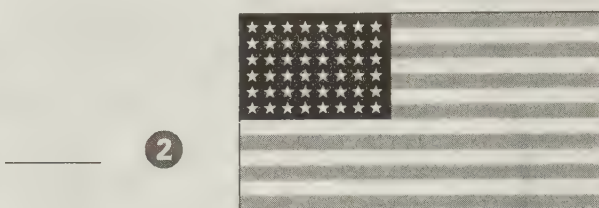
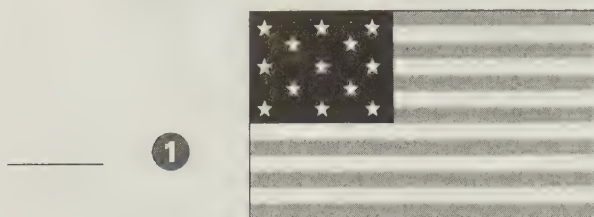
D. states that people cannot be forced to speak against themselves in court or to be put on trial for the same crime twice



## CITIZENSHIP SKILLS

# Identify Political Symbols

**Directions** Match each flag with its description. Write the correct letter of the description in the space provided.



- A. This flag flew over the United States between 1912 and 1959. Two stars were added to it in 1959, when Alaska and Hawaii became states.
- B. The “Great Star Flag” of 1818 had a star for each of the 20 states.
- C. The “Continental Colors” flew during much of the American Revolution. One symbol on the flag showed a connection to Great Britain.
- D. The flag of 1795 had a star and a stripe for every state. It had more stripes than the flag we use today.
- E. This flag, used when the United States first became an independent nation, had one stripe and one star for each of the original states.

# Changes in Transportation and Population

**Directions** Complete this graphic organizer by predicting outcomes about changes in transportation and population.

| EVENT                                 | FACTS | OUTCOME                                               |
|---------------------------------------|-------|-------------------------------------------------------|
| The Model T automobile is introduced. |       | More roads and highways are built across the country. |
|                                       |       |                                                       |
|                                       |       |                                                       |
|                                       |       |                                                       |
|                                       |       |                                                       |
|                                       |       |                                                       |
|                                       |       |                                                       |
|                                       |       |                                                       |

| EVENT                                              | FACTS | OUTCOME |
|----------------------------------------------------|-------|---------|
| Large numbers of Americans begin moving to cities. |       |         |
|                                                    |       |         |
|                                                    |       |         |
|                                                    |       |         |
|                                                    |       |         |
|                                                    |       |         |
|                                                    |       |         |
|                                                    |       |         |



# 14

## Test Preparation

**Directions** Read each question and choose the best answer. Then fill in the circle for the answer you have chosen. Be sure to fill in the circle completely.

- 1 American aviation began in 1903 with the flight of—
  - (A) John Glenn, Jr.
  - (B) the Lindbergh brothers.
  - (C) the Wright brothers.
  - (D) Neil Armstrong.
- 2 After 1892, most immigrants came to the United States through—
  - (F) Manhattan.
  - (G) the Channel Islands.
  - (H) Ellis Island.
  - (J) Roosevelt Island.
- 3 Before Oklahoma became a state in 1907, its eastern section was set aside for—
  - (A) Mexican immigrants.
  - (B) Native Americans.
  - (C) white settlers.
  - (D) endangered Great Plains animals.
- 4 The Supreme Court decision in *Brown v. Board of Education of Topeka, Kansas*—
  - (F) gave women the right to vote.
  - (G) ruled that segregation in public schools is unconstitutional.
  - (H) helped defeat anti-immigration laws.
  - (J) made child labor illegal.
- 5 The phrase *e pluribus unum*, which appears on United States coins, emphasizes that—
  - (A) the United States is a wealthy nation.
  - (B) many individual Americans make up one nation.
  - (C) the United States will always stand united.
  - (D) all citizens have the right to free speech.



# The United States Grows

**Directions** Name each numbered location on the map and describe an event in U.S. history related to it. Use the matching numbered lines provided.



1

---



---

2

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---



---

3

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4

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# MAP AND GLOBE SKILLS

## Compare Map Projections



(continued)

**Directions** Study the conformal projection and equal-area projection maps on page 144. For each description below, put a check mark in the column for which the description is true. Some descriptions will be true for both projections. All descriptions will be true for at least one projection.

| Conformal<br>Projection | Equal-Area<br>Projection |                                                                           |
|-------------------------|--------------------------|---------------------------------------------------------------------------|
| _____                   | _____                    | 1 Shows the nations of Europe in 1914                                     |
| _____                   | _____                    | 2 Shows the way Earth’s surface curves                                    |
| _____                   | _____                    | 3 Uses straight lines for all lines of latitude and longitude             |
| _____                   | _____                    | 4 Shows all lines of latitude and longitude at right angles to each other |
| _____                   | _____                    | 5 Shows national borders                                                  |
| _____                   | _____                    | 6 Shows most of the Ottoman Empire                                        |
| _____                   | _____                    | 7 Uses a straight line for the prime meridian                             |
| _____                   | _____                    | 8 Shows directions correctly                                              |
| _____                   | _____                    | 9 Shows parallels <i>not</i> intersecting                                 |
| _____                   | _____                    | 10 Shows correctly the sizes of nations compared with one another         |
| _____                   | _____                    | 11 Shows lines of latitude farther apart toward the North Pole            |
| _____                   | _____                    | 12 Uses curved lines to show latitude                                     |
| _____                   | _____                    | 13 Uses parallel lines to show longitude                                  |
| _____                   | _____                    | 14 Shows lines of longitude closer together toward the North Pole         |
| _____                   | _____                    | 15 Shows all meridians the same distance apart                            |
| _____                   | _____                    | 16 Changes the shapes of nations                                          |



# Defending Democracy

**Directions** Several causes and effects are listed in the box. Use them to fill in the graphic organizer below.

- In a compromise, the Soviet Union and the United States reach an agreement over missiles in Cuba.
- The United States enters World War I on the side of the Allied Powers.
- Japanese planes attack Pearl Harbor in 1941.
- Communism spreads in Europe and Asia after World War II.

**CAUSE****EFFECT****1**

The United States enters World War II on the side of the nations fighting Germany, Italy, and Japan.

**2**

The United States and its allies fight against communism.

**3** German submarines sink several United States ships in 1917.

**4** President Kennedy orders a naval blockade of Cuba to stop the Soviet Union from setting up missiles there.

*(continued)*

**Directions** Write a sentence explaining how each effect on the previous page helped defend democracy.

5 \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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8 \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# A World Superpower

**Directions** Match the name of each leader listed in the box with the description of his action below.

|                       |                 |
|-----------------------|-----------------|
| George Bush           | George W. Bush  |
| Bill Clinton          | John F. Kennedy |
| Colin Powell          | Ronald Reagan   |
| Franklin D. Roosevelt |                 |

- \_\_\_\_\_
- ① He planned the military strategy for the Persian Gulf War.
- \_\_\_\_\_
- ② This President helped establish the United Nations.
- \_\_\_\_\_
- ③ He proposed the North American Free Trade Agreement during his presidency.
- \_\_\_\_\_
- ④ While President, he organized a group of nations to fight Saddam Hussein after the Iraqi invasion of Kuwait.
- \_\_\_\_\_
- ⑤ As President, he focused on providing aid to private businesses in other countries.
- \_\_\_\_\_
- ⑥ The Peace Corps was started during his presidency.
- \_\_\_\_\_
- ⑦ He spoke before Congress following the terrorist attacks on the United States in 2001.

(continued)



**Directions** Using the lines provided, write a short description of how the action of each leader on page 148 has affected the United States.

8

9

10

11

12

13

14

**CITIZENSHIP SKILLS****Make Economic Choices**

**Directions** Imagine that you have \$25 to spend. You must choose between buying a savings bond, which will increase in value to \$30 over a certain number of years, and buying another item you would like to own. Complete the graphic organizer below to help you make an economic choice.

| CHOICES                                                                                                                                                                                               |                                                                                  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|
| Name a \$25 item you would like to buy.                                                                                                                                                               |                                                                                  |
| United States savings bond                                                                                                                                                                            | _____                                                                            |
| OPPORTUNITY COSTS                                                                                                                                                                                     |                                                                                  |
| If you buy the savings bond, you will not be able to buy the other item you want.                                                                                                                     | If you buy the other item, you will not make the \$5 the savings bond will earn. |
| ECONOMIC CHOICE                                                                                                                                                                                       |                                                                                  |
| Compare the value of what you will be giving up, or the opportunity cost, for each choice. When you have made your decision, your other choice becomes your trade-off. Write which item you will buy. |                                                                                  |
| _____                                                                                                                                                                                                 |                                                                                  |

# Facts and Opinions About Alaska and Hawaii

**Directions** Complete this graphic organizer by identifying facts and opinions about Alaska and Hawaii.

| FACT                                                                                 | ALASKA | OPINION                 |
|--------------------------------------------------------------------------------------|--------|-------------------------|
| The purchase of Alaska increased the size of the United States by almost 20 percent. | →      | _____<br>_____<br>_____ |

| FACT                    |   | OPINION                 |
|-------------------------|---|-------------------------|
| _____<br>_____<br>_____ | → | _____<br>_____<br>_____ |

| FACT                    | HAWAII | OPINION                 |
|-------------------------|--------|-------------------------|
| _____<br>_____<br>_____ | →      | _____<br>_____<br>_____ |

| FACT                                              |   | OPINION                 |
|---------------------------------------------------|---|-------------------------|
| On August 20, 1959, Hawaii became the 50th state. | → | _____<br>_____<br>_____ |



# 15

## Test Preparation

**Directions** Read each question and choose the best answer. Then fill in the circle for the answer you have chosen. Be sure to fill in the circle completely.

- 1 Which late-nineteenth-century war expanded United States territory?  
(A) the Mexican-American War  
(B) the Civil War  
(C) the Spanish-American War  
(D) World War I
- 2 The United States carried on a cold war against the Soviet Union to stop the spread of—  
(F) the Axis Powers.  
(G) global trade.  
(H) communism.  
(J) all of the above.
- 3 Which of the following countries did the United States help defeat during World War II?  
(A) France  
(B) Japan  
(C) Britain  
(D) the Soviet Union
- 4 The purpose of NATO today is to—  
(F) fight dictatorships in North Africa.  
(G) create security and stability in Europe.  
(H) feed the hungry in developing nations.  
(J) provide weapons to all United States allies.
- 5 In the 1990s the United States helped restore peace to—  
(A) Russia and Korea.  
(B) Kuwait and Kosovo.  
(C) Albania and Rwanda.  
(D) Yugoslavia and South Africa.







# HORIZONS

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